

ELEMENTARY STUDENTS' ENJOYMENT AND
SOCIAL-EMOTIONAL ENGAGEMENT IN SCHOOL:
THE INFLUENCE OF MALE AND FEMALE TEACHERS

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College of Graduate and Postdoctoral Studies
in Partial Fulfillment of the Requirements
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Saskatoon

By

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Abstract

The purpose of the study was to answer the main research question, which was “To what extent do male and female elementary teachers influence their students’ enjoyment and social-emotional engagement in school, from the perspective of grade 3-5 students?” The main research question was answered by focusing on three questions regarding enjoyment, engagement and implications for theory, practice and policy. The methodology of mixed methods was utilized in the research through the collection of quantitative data (survey) and qualitative data (focus group discussions). A total of 159 participants in grades 3-5 completed the survey and 29 participants in grades 3-5 took part in four separate focus group discussions. The findings indicated that some differences between male and female students may exist in students’ perceptions of male and female teachers’ influences of enjoyment and engagement. In particular, male students experienced more boredom in class than their female peers while more female students saw themselves as having a more caring relationship with their teachers. Students with male teachers identified more humour being used in the classroom as well as more self-efficacy than their peers with female teachers. Students perceived their teachers as more helpful as they moved from grade 3 to grade 5 and their trust in teachers also increased as they moved from grade 3 to grade 5. Overall, the majority of students perceived their teachers as wanting students to do their best in their school work. The findings from the research suggested implications for teacher practice, theory and policy. In particular, students identified trust, honesty and helpfulness as major influences of their enjoyment and engagement in school. Furthermore, students could benefit from a more equal exposure to male and female elementary teachers but more research needs to be done to fully understand the influence of male and female elementary teachers on students’ enjoyment and engagement in school.

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Chapter 1: Introduction

Teachers spend a lot of time with their students and as a result have a significant impact on their development and growth. Teachers can positively and negatively influence students' academic and non-academic classroom experiences. This influence is one reason why it may be important for students to have a variety of teachers with a diverse collection of backgrounds and experiences mediate their learning. Having various learning opportunities is an especially important consideration as we seek to develop 21st century learners who, themselves, will benefit from a diverse collection of skills and abilities.

Background on Research Interest

From an early age I knew I wanted to work with children. In part, I was influenced by the daycare my mother had in our home. I was able to watch children grow and learn and was fascinated by their development and exploration of the world around them. I always believed I could be a positive influence in children's lives. I entered education to work with students and to help them find joy in their learning. As a child, and even an adult, I enjoyed learning and finding success through education. I wanted to create a learning environment where students felt safe, respected and able to challenge themselves. The learning environment I sought to create was not just about academics, but also about the social and emotional aspects of education as children need to be cared for and have opportunities to grow and learn in a safe environment.

I was interested in studying the positive impact that teachers have on elementary students' social-emotional experiences in the classroom, including students' enjoyment of these classroom experiences. I also wanted to investigate the characteristics that impacted student enjoyment and social-emotional engagement while exploring whether teacher gender had a specific impact on elementary students.

As a male elementary teacher, I was well aware of the disproportionately low percentage of male elementary teachers in teacher-training programs and employed in elementary schools. I had spent almost the entire first third of my career as the only full-time male teacher in an elementary school. While I had worked with many wonderful female teachers, I had always been curious why so few males teach elementary-age students. I was often told how great it was to be a male teacher in elementary school and how my approach with students positively impacted their learning. I was interested in identifying any evidence that may have existed to reinforce or neutralize these types of comments, from students' perspectives. I believed that as a male

teacher, I had different perspectives of education as well as different approaches to teaching than others in elementary schools. These differences do not suggest that my approaches were better, or worse, but only different. For example, I did not tend to coddle or make a fuss when children became emotional but rather encouraged them to take a short break and then keep working. Also, I did not expect children to always sit in their desks to work since I drew from my own experience as a child and remembered my mother allowing me to stand at the dinner table rather than sit because I always wanted to move around. However, I had firm and high expectations for behaviour in the classroom and I sometimes imagined my tenacious expectations were, in some small way, contributed to my gender. I always told my students that my expectations on the first day of school were the same as the last day. Finally, I consistently used humour and engaged in fun and silly acting in the classroom to engage students. As society continues to build upon the power of representation, and makes a more concerted effort to ensure a myriad of ethnicities, genders, cultures and viewpoints are represented in the workforce, media and popular culture, I would encourage society to strive for better representation of males in elementary schools. Children are perceptive and may recognize the disproportion of male to female elementary teachers. As a result, this disproportion may negatively affect students' perspectives of male elementary teachers as an important and worthy profession, thereby keeping male students from considering teaching in elementary schools as they get older and begin seeking careers.

Students with behaviour challenges and difficult home lives were often placed in my classroom because I was male. Research had found that male teachers reported higher classroom management self-efficacy (Klassen & Chiu, 2010) and identified behaviour challenges as less severe than their female colleagues (Dee, 2006; Green, Shriberg & Farber, 2008). From my perspective, my teaching approach may have been different from other teachers and I was curious whether students would also recognize differences between male and female teachers, as well as what those differences may be.

I believed all teachers shared many characteristics that positively impacted students' enjoyment and social-emotional engagement. However, I suspected there were differences between male and female teachers and I was interested to see if students identified differences and how impactful these differences might have been to them. Perhaps the differences could be attributed to personality but perhaps it was more than that. Perhaps some of the difference might

have been attributed to gender. The academic aspect of student success had not been my focus, but rather the social aspect was of particular interest.

There are several goals I had for this research. One was to identify teacher characteristics that had a positive impact on elementary students so that current and future educators were encouraged to exhibit these characteristics in the classroom. By strengthening natural traits and abilities or attending professional development opportunities to enhance positive characteristics, teachers would be better equipped to provide positive learning experiences for their students. A second goal included discovering positive characteristics of both male and female elementary teachers in order to encourage more gender equity among elementary school staffs. In particular, I hoped to encourage more males to enter elementary teacher-training programs and encourage school divisions to actively seek and hire male elementary teachers in order to create more gender equity among staffs and thereby provide a wider variety of teaching approaches, styles and characteristics for students.

Research Highlights

The research was clear that students became more engaged if they enjoyed school (Carini, Kuh & Klein, 2006; Gentry & Springer, 2002; Niemi & Multisilta, 2015) and that engagement and enjoyment in elementary school was connected to high school completion (Finn & Zimmer, 2012; Simpson, 2014; Smith, Mann, Georgieva, Curtis & Schimmel, 2016). As students' enjoyment decreased, their boredom increased (Wylie & Hodgen, 2012), so it was important to create classroom and learning enjoyment for students' well-being (Gentry, Gable & Rizza, 2002; Phillips & Lindsay, 2006; Smith et al., 2016; Tenney, 2011). The current study aimed to identify the influence teachers had on students' enjoyment in the classroom, as well as demonstrable teacher characteristics that enhanced student enjoyment. Noddings (2003) believed that joy was an integral aspect of schooling as enjoyment led to lifelong learning. There was evidence of many overlapping constructs in education. Enjoyment and engagement were not separate constructs but rather strongly connected in research. One was often found associated with the other. As students found more joy in learning, their engagement increased (Niemi & Multisilta, 2015) and as students engaged and found success, their enjoyment continued to increase (Appleton, Christenson & Furlong, 2008). In conjunction with enjoyment, the current study also explored the influence that teachers had on students' social-emotional engagement in the classroom, as well as teacher characteristics that encouraged student engagement.

Teachers also had an impact on student motivation and engagement (Jones, 2008; Mahatmya, Lohman, Matjasko & Farb, 2012) and could increase student effort by developing supportive teacher-student relationships. Teacher support had been identified as a major factor in determining levels of student engagement (Klem & Connell, 2004). Students who were engaged and were supported as autonomous and self-motivated learners found more success in their learning environment (Alivernini & Lucidi, 2011; Davis, 2003; Miserandino, 1996; Reschly & Christenson, 2012). Students were more self-motivated when teachers supported their autonomy. Positive teacher-student relationships also helped build student connectedness to school, thereby positively influencing engagement (Pianta, Hamre & Allen, 2012; Vidourek, King, Bernard, Murnan & Nabors, 2011). Relatedness to teachers was also important (Crow, 2009; Ryan & Deci, 2000) as students wanted to feel respected and cared for by their teacher. The current research focused on social-emotional engagement, with students' feelings of relatedness and connectedness as key factors. Positive teacher-student relationships were also cyclically connected to higher levels of engagement. Finn and Zimmer (2012) found that positive social and academic engagement led to positive teacher interactions, leading to more student engagement while Jones (2008) believed strong teacher-student relationships increased student motivation and engagement. Several researchers had found engagement, achievement and behaviour in school to all be positively connected (Brooks, Brooks & Goldstein, 2012; Bierman & Domitrovich, 2008; Harris, 2008). It has been made clear that constructive relationships with teachers positively influenced students' experiences in the classroom.

Researchers have suggested that teacher-gender did not have a significant impact on student learning. Students wanted consistent, high-quality teachers regardless of gender. However, female teachers were generally viewed by society as more caring and nurturing and therefore more adept at teaching elementary grades (Wood, 2009). The view that males were not as caring and nurturing as females may have kept some male teachers from teaching elementary grades since it was considered a woman's occupation. By separating the variables of student gender, teacher gender and grade level, the researcher hoped to identify teacher influences specific to these variables, emphasizing male and female teacher characteristics that elementary students identified as influencing their enjoyment and engagement in the classroom.

Purpose of the Study

The purpose of the research was to identify to what extent elementary teachers impacted elementary students' school experiences and to identify the teacher characteristics with the most impact. As adults and role models spending hundreds of hours with students in a given year, teachers undoubtedly influence students' academic and non-academic school experiences. Depending on each individual student and each teacher, the impact teachers have may differ across students, classrooms or schools. However, there are likely many common characteristics of teachers that positively impact the enjoyment of elementary students as well as their social-emotional engagement. By understanding the extent to which teachers influence elementary students' enjoyment and social-emotional engagement in the classroom, teachers may be better equipped to develop skills that will have a positive effect on their students.

Research Question

The main research question for this study was: "To what extent do male and female elementary teachers influence their students' enjoyment and social-emotional engagement in school, from the perspective of grade 3-5 students?"

The main research question was best understood by answering the following questions:

- 1) To what extent do male and female classroom teachers influence elementary students' enjoyment in school, from the perspective of grade 3-5 students?
- 2) To what extent do male and female classroom teachers influence elementary students' social-emotional engagement in school, from the perspective of grade 3-5 students?
- 3) From the findings, what implications might there be for elementary teacher preparation, teacher professional development, and teacher hiring practices?

Significance of the Research Questions

The findings from this research may help educators to recognize their impact on students and encourage continuing education along the identified characteristics through professional development opportunities and division, school or teacher goal-setting. By identifying and improving teaching abilities that positively impact students' social and emotional well-being, teachers can encourage students to continue finding joy in education and increase their success in the classroom. Moreover, by identifying the positive impacts of both male and female elementary teachers, teacher-training programs as well as division hiring practices may be influenced to raise the number of male teachers in elementary schools.

By answering the research questions, elementary teachers' and students' classroom experiences may be positively influenced. The research was focused on grade 3-5 students because students in these grades were more likely to be better able than their younger schoolmates to address the survey questions and reflect upon the influence that their teachers have had on their enjoyment and social-emotional engagement in the classroom. Students in grade 3-5 also represent upper elementary grades, which both men and women may be more encouraged to teach.

The answers to the questions may promote a better understanding of elementary teachers' influence on students' enjoyment and social-emotional engagement. A better understanding may lead to a more focused attempt by teachers to employ the characteristics that positively influence students. Teachers may seek professional development opportunities to cultivate the characteristics that students identify as having a positive impact. School divisions may also create opportunities for teachers to be given training in the areas that have the biggest positive impact.

The results of the research may also have a significant impact on hiring practices as school divisions could be encouraged to employ more male elementary teachers in order to create more gender equity on school staffs for a more balanced elementary experience. Moreover, potential male teachers may be influenced to enter elementary teacher-training programs if they believed their characteristics and skill set was valued and encouraged in the education sector. If students' enjoyment and social-emotional engagement can be a focus for educators, we may find students achieving more success in elementary school and translating this success into high school and beyond.

Definition of Terms

For the purposes of this study, the following terms are defined:

Autonomy-supportive teachers were those who provided choices, minimized pressure and encouraged initiation among their students (Valås & Søvik, 1994) and created intrinsic motivation in students.

Elementary students were students in grades 3-5.

Elementary teachers were those who taught students in grades 3-5.

Enjoyment referred to the happiness and experience of joy students found in classroom experiences.

Intrinsic motivation meant doing something because it was inherently interesting or enjoyable (Ryan & Deci, 2000a).

Social-emotional engagement incorporated two aspects of engagement that were important to this study – social and emotional. Social engagement was relational and was best understood through relationships and behaviour. Social engagement involved following rules and expectations for behaviour, influenced by positive interactions with teachers and peers. It was “participation in the life of school” (Dunleavy & Milton, p. 7) and also included attendance, being prepared for class, completing homework and participating in extracurricular activities. Emotional engagement referred to a sense of belonging and feelings of acceptance. It was also understood as ‘relatedness’ and feeling connected to others (Deci & Ryan, 2002).

Assumptions

In order for the results of the research to best answer the research questions, the reader must assume that:

- 1) Responses provided by students were honest.
- 2) Students’ responses reflected their best understanding of the questions.
- 3) The method(s) of data collection were comprehensive and sufficient for the purpose of the study.
- 4) Participants’ individual data, based on different teachers, was not a significant factor when interpreting the data.
- 5) Maturation was equal among male and female participants.

Limitations

The study had the following limitations:

- 1) The participants came from several selected rural and urban schools in one Saskatchewan school division; so the results were specific to one group of people and may not have been indicative of the general population.
- 2) Students’ responses may have been biased or inaccurate.
- 3) Only those who volunteered for the study were included and non-volunteering students may have had different perspectives.
- 4) The focus groups were limited in the number of participants.

- 5) The teacher-administered survey instructions provided to participants may have varied from location to location; therefore, some students may have received different instructions which may have affected their answers on the survey.
- 6) Participants have had different teachers throughout their schooling and have been influenced in different ways.
- 7) Participants may have been taught by their current classroom teacher for different lengths of time, depending on school size and teacher or student movement between schools.
- 8) Several instruments were adapted for the purpose of survey data collection; therefore, entire instruments were not used and some language was changed to create age-appropriate understanding of survey items. Therefore, the validity and reliability of the adapted instrument was unlikely to be the same as original.

Delimitations

The following delimitations apply in the study:

- 1) The study was delimited to data collected from students in grades 3-5 during a specific period of time.
- 2) Responses focused on classroom context only.
- 3) Participants' data were only collected through the surveys and focus groups.
- 4) Data were only collected from students who provided assent after both their school and parents' had given permission and consent, respectively.

Organization of the Thesis

Chapter 2 focuses on the literature around the research topic. Specifically, the constructs of engagement and enjoyment are explored as they relate to elementary students in particular, as well as the general educational sector, while teacher gender is also explored in terms of its influence on student classroom experiences. The chapter first explains the construct of self-motivation and explores the characteristics of teachers that have positive impacts on students as these topics were of interest to the researcher as he began the literature review in preparation for his research. Chapter 2 will also describe research around the importance of positive relationships and how educators can construct positive relationships with their students, while exploring literature on the topic of teacher-gender and related influences on students' learning experiences. Literature that focuses on the constructs of engagement and enjoyment is then reviewed, including ways in which educators can help develop these constructs.

Chapter 3 discusses the methodology and research design, including detailed explanations of the data collection and analysis techniques as well as ethical considerations of the research.

Chapter 4 will include data analysis and results of the research. The data were collected through survey and focus group discussion methods. The survey data were analyzed by looking at percentages, frequencies and mean scores as well as using chi-square tests while the focus group data were recorded and transcribed so that the researcher could look for commonalities or themes that emerged from the interviews in order to cluster the data.

Chapter 5 will comprise of the conclusions and discussions that emerge from the research data. Suggestions for further study are also discussed based on the results of the research.

An appendix at the end of the document contains copies of the ethics application, letters for research permission and consent as well as a copy of the survey and the focus group questions.

Chapter 2: Review of the Literature

From pre-kindergarten to university and every grade between, teachers impact students' educational experiences in the classroom. Outside of a child's immediate family, a teacher's impact is abounding in the life of a child. For this reason, educators must understand and respect the impact one has in the classroom. Through constructs of engagement, enjoyment and self-motivation, educators are able to identify the influence of positive educational experiences on students, not only in the early years but as students get older as well. By exploring and understanding these constructs, as well as the positive relationships, teacher characteristics and teacher-gender influences that make a constructive difference in students' education, educators ensure a positive experience for all students in the classroom.

Introduction

The literature I reviewed on the topics of teacher-gender influences on students' learning experiences, self-motivation and self-determination, positive relationships between teachers and students, and teacher personality traits that have positive impacts on students are included in the following chapter because the concepts held my original interest as I began researching and reviewing the literature. However, I have now focused on general engagement in the classroom as well as students' enjoyment in classroom experiences. This literature review will explore the original topics of personal interest and will conclude with the constructs of engagement and enjoyment, which serve as the foundation for the research described and carried out in chapters 3-5.

Teacher-Gender Influences

Generally, the literature around teacher-gender influences does not substantially support the suggestion that a teacher's gender impacts students in substantial fashion. However, Roorda (2011) found engagement was associated with teacher gender as more positive effects were reported in study samples with more male teachers. In a study by Carrington, Francis, Hutchings, Skelton, Read and Hall (2007), the researchers found that boys identified slightly higher academic engagement when taught by males while no impact was shown in the responses from girls. However, girls' responses were higher for encouragement from male teachers than female teachers (Carrington et al., 2007). Another area in which researchers have found some influence related to teacher-gender includes positive attitudes and student behaviour. Carrington, Tymms and Merrell (2008) found that students with female teachers had more positive attitudes toward

school, while research by Dee (2006) revealed female teachers saw boys as more disruptive than girls and that boys said they did not look forward to subjects taught by females.

While some literature has identified teacher-gender as having some influence on students, other literature has identified teacher-gender as having little to no influence on students' educational experiences. Many researchers have concluded that teacher-gender has an insignificant effect on student success (Burusic, Babarovic & Seric, 2012; Carrington et al., 2008; Dee, 2006; Driessen, 2007; Rose, 2009). Instead of impacting student success, researchers have found students desire good teachers regardless of gender. According to Lahelma (as cited in Carrington et al., 2008), students care more about quality teachers than teacher-gender. Martin (as cited in Martin & Marsh, 2005) found boys and girls want good teachers to help them academically, yet from a personal development perspective students appeared to prefer a teacher of the same gender as them. Martin and Marsh (2005) found boys and girls to be academically motivated equally by male and female teachers while boys identified their relationships with male and female teachers as equal yet girls identified relationships with female teachers to be better than with male teachers. Finally, boys and girls were both found to value consistency with their teachers, regardless of gender (Carrington et al., 2007). Overall, it appears that having more male or female teachers does not lead to higher achievement in the classroom. However, this does not mean male and female teachers are the same, as evidence suggests teacher-gender can explain some differences in characteristics among teachers.

Teacher Characteristics by Gender

Teacher-gender influences are hard to identify and researchers suggest these influences may not be as significant as once thought; however, there is no doubt that teachers bring certain characteristics to their job and some of these may be influenced by their gender. A major characteristic influenced by gender are the general roles that society sees for male and female teachers. According to Rice and Goessling (as cited in Wood, 2009), society expects male teachers to become administrators or physical education teachers while females are expected to remain classroom teachers for their career. In a study by Wood (2009), teacher participants felt female teachers were more effective at motivating their students and being perceptive to students' needs. In fact, 51% of respondents 'strongly agreed' that female teachers were nurturing and sensitive while only 15% 'strongly agreed' that male teachers were capable of

being nurturing and sensitive (Wood, 2009). Generally, female teachers are viewed by society as the nurturing and patient caregivers young people need to succeed (Wood, 2009).

Another way in which teacher characteristics are influenced by gender is through identifying students' behaviour challenges. According to Green, Shriberg and Farber (2008), female teachers see behaviour challenges as more severe than their male colleagues and female teachers also rate situation severity higher than males. The researchers found that females perceive situations as more severe than male colleagues and were more likely to seek assistance for students having difficulty in a particular subject area or learning a new skill (Green et al., 2008). Female teachers were more likely to seek psychological and social support than male teachers when students had difficulty in a subject area (Green et al., 2008). Related to behavioural challenges, some researchers have noticed a difference in classroom management between male and female teachers. In a study by Klassen and Chiu (2010), male teachers were found to have better classroom management self-efficacy than female teachers while female teachers reported more workload and classroom stress. A study by Wood (2009) found that study participants believed schools needed more male elementary teachers because they "balance the staff, exposed their students to a variety of teaching styles, and offered a beneficial presence in the building" (p.83). Characteristics that have been identified as important for male role models to exhibit for children, especially boys, in early years include being reliable, having a positive attitude to learning, being trustworthy, kind and respectful as well as using humour (Brownhill, 2014). It is clear that male and female teachers bring similarities and differences to the classroom, so good practice would suggest having more balance among teacher-gender on staff in order to give students a more balanced educational experience.

Self-Motivation

The construct of self-motivation, also referred to as intrinsic motivation, is important for students to extend their learning beyond what they are told to do and become true self-learners who value educational experiences for the inherent pleasure they bring. Miserandino (1996) defined intrinsic motivation as that which lead one to do something for the inherent pleasure derived from the task. Valås and Sjøvik (1994) described intrinsic motivation as being enhanced by feelings of competence and self-determination. Ryan and Deci (2000b) described intrinsic motivation as an inherent tendency to seek challenges and to grow, explore and learn. For self-motivation to be present, students must find the learning task enjoyable and interesting. Ryan and

Deci (2000a) believed intrinsic motivation “will only occur for activities that hold intrinsic interest for an individual” (p.59). Intrinsic motivation is connected to interest, enjoyment and perceived competence and, therefore, is most evident when something is inherently interesting or enjoyable.

Self-Determination Theory

Aligned with intrinsic motivation is self-determination theory. In this theory, intrinsic motivation, or autonomous motivation, is different from controlled motivation in that the latter includes external regulation, such as rewards or punishment (Deci & Ryan, 2008). Deci and Ryan (as cited in Brooks et al., 2012) identified intrinsic motivation as autonomous, allowing one to act in accord with one’s self, and identified extrinsic motivation as controlled, which caused one to act because one is being pressured. For students to be fully intrinsically motivated, they need to be in control of their own learning. Deci (as cited in Gentry & Springer, 2002) connected choice and student autonomy, thereby encouraging self-regulated learning. According to self-determination theory, all individuals have natural tendencies to create a unified sense of self, and there are specific social-contextual factors to support this tendency (Deci & Ryan, 2002). Furthermore, people naturally seek to fulfill the basic needs of competence, relatedness and autonomy (Deci & Ryan, 2002). Competence refers to feeling effective in one’s abilities and feeling confident. Relatedness refers to feeling connected to others and having a sense of belonging, while autonomy refers to acting from interest and values, as an expression of self (Deci & Ryan, 2002). Understanding these descriptions of self-motivation, it is imperative educators recognize the benefit of self-motivation for student learning.

The Importance of Self-Motivation

Simply put, motivation is valued because it produces (Ryan & Deci, 2000b). When students are motivated they have more success and accomplish more in the classroom. As Deci and Ryan (2002) asserted, intrinsic motivation allows people to engage freely in activities for fun, enjoyment and interest. Brooks et al. (2012) found intrinsic motivation closely aligned with student engagement. As students increased their motivation, they naturally became more engaged in their learning. In a study by Miserandino (1996), students who identified as intrinsically motivated believed they were more involved, persistent and curious than those who were extrinsically motivated. Moreover, students who perceived themselves as autonomous received higher grades than those who did not perceive themselves as autonomous (Miserandino,

1996). This finding is supported by Ciani, Ferguson, Bergin and Hilpert (2010), who found that when students behaved autonomously, they experienced greater success and well-being. Since students experience self-motivation throughout their education, it is important to also study this construct at different times in a student's growth and development to ensure a better understanding of the effect of self-motivation on students.

Self-Motivation from Elementary to University

It is evident that self-motivation can affect students from an early age and can influence their educational experiences early in their school life. According to Phillips (as cited in Miserandino, 1996), students' perceptions of incompetence can occur by grade three. These perceptions about competence and autonomy come from different social contexts. According to Daniels and Perry (2003), it is "important for children to feel their needs for relatedness, autonomy, and competence are being met" (p.103). When these needs are met, students are free to pursue learning. In terms of specific learning outcomes, a study by Howse, Lange, Farran and Boyles (as cited in Finn & Zimmer, 2012) suggested self-regulation and one's ability to use cognitive strategies greatly influenced reading achievement in grade two. The concept of self-motivation and self-efficacy also contributed to higher life satisfaction among young students (Suldo & Huebner, 2006). While self-motivation certainly influences young learners, this construct can also impact older students as well.

As students get older there is more desire to choose their learning activities (Daniels & Perry, 2003). However, students need to be given opportunities to become self-motivated. Krause and Coates (2008) believed self-awareness was necessary to become a self-managed learner who was able to manage time, study habits and other requirements of high school and first year university students. Similar to the other constructs of engagement and enjoyment, a study by Otis, Grouzet and Pelletier (as cited in Alivernini & Lucidi, 2011) found a decrease in self-determined motivation led to an increase in feelings of dropping out. Alivernini and Lucidi (2011) confirmed this finding in their own study, concluding that students' self-determined motivation strongly predicted students' intentions to drop out. With evidence of the importance of self-motivation for students of all ages, it is vital for students to be able to develop autonomy in order to find the most success.

Constructing Self-Motivation

Self-motivation requires autonomy and freedom. According to Deci and Ryan (as cited in Ryan & Deci, 2000b), intrinsic motivation is enhanced through choice, recognition of feelings and opportunities for self-direction because people have autonomy with these notions. Having autonomy and control in the classroom has a motivating effect on students. In a study by Jolivet, Wehby, Canale and Massey (2001), students with emotional or behavioural disorders were positively influenced by opportunities to make choices and demonstrated higher task engagement levels. Ryan and Deci (2000b) believed “contexts supportive of autonomy, competence, and relatedness were found to foster greater internalization and integration than contexts that thwart satisfaction of these needs” (p.76). Autonomy and competence are strongly linked to intrinsic motivation and when people feel they belong or are connected to others, their learning is internalized (Ryan & Deci, 2000b). It is unhelpful to try and build self-motivation through tangible rewards, as students will find more motivation through intrinsic rewards. Deci, Koestner and Ryan (2001) found tangible rewards actually undermined intrinsic motivation as they damaged free-choice intrinsic motivation and self-reported interest. It is interesting to note this effect was greater for children than college students. With all this in mind, it is up to educators to create a learning environment that will enhance students’ intrinsic motivation.

From the literature on autonomy and self-motivation, it is evident that teachers who are autonomy-supportive will create more intrinsic motivation in students. In order to create more intrinsically motivated students, teachers must focus on strategies that will accomplish this rather than focusing on verbal or tangible rewards (Deci et al., 2001). Reschly and Christenson (2012) believed teachers could motivate students by encouraging autonomous motivation and allowing students to self-observe, self-evaluate and self-regulate on goal progress. A study by Chirkov and Ryan (as cited by Deci & Ryan, 2002) found that students who perceived teachers as more autonomy-supportive experienced greater well-being than those whose teachers were less autonomy-supportive. Valås and Søvik (1994) studied teachers’ control orientations and found students’ intrinsic motivation to be significantly affected by their perceptions of teachers’ being too controlling or autonomy-supportive. Autonomy-supportive teachers provide choices and minimize pressure and the students of these teachers considered themselves more competent in math (1994). Alivernini and Lucidi (2011) confirmed these findings with their own study that

found teachers who were less autonomy-supportive were more likely to have students who lacked competence and self-determination.

It is evident that teachers can create classrooms that support autonomy among students and their students will benefit from this type of control orientation. Ciani et al. (2010) found that teachers also have a positive effect on school interest by providing high autonomy support. Crow and Kastello (2016) found self-motivation and independence to be fostered by students having the freedom to ask and answer their own questions, rather than teacher-directed questions.

Play has also been found to increase students' self-motivation, especially in early grades. According to Ryan, Kuhl and Deci (as cited in Crow, 2009), play is a great example of intrinsic motivation because "it is action motivated by enjoyment" (p.96). Through play, the needs of competence, autonomy and relatedness are met (Crow, 2009; Crow & Kastello, 2016). In a study of autonomy-supportive games lessons, Mandigo, Hold, Anderson and Sheppard (2008) found the most reported theme for self-determination motivation to be 'fun.' Students reported being bored when their needs of autonomy, relatedness or competence were not being met, but having fun led to the desire to do the activity again because students felt socially connected to peers and had success with the activities (Mandigo et al., 2008). Finally, Crow (2009) found group work important for relatedness as students connected with each other while they worked together. Self-motivation is an important construct for educators to understand as students' classroom experiences will be enhanced when intrinsic motivation is encouraged and obtained.

Positive Relationships

Relationships are an integral cornerstone of the teacher-student dynamic. Through the creation and maintenance of positive relationships with teachers, students are able to thrive in their learning environment. Pianta et al. (2012) identified positive relationships as a key factor in understanding engagement and believed positive interactions between teachers and students allowed students to feel safe in their environment with freedom to learn and explore, thereby leading to better engagement. Taylor and Parsons (2011) supported this viewpoint as they pointed out that students are "social and interactive learners" (p.8) and their engagement would improve through respectful relationships and interactions. The value of positive teacher-student relationships in developing engagement as well as connectedness to school is often identified in research (Dunleavy & Milton, 2009; Tenney, 2011; Vidourek et al., 2011; Wylie & Hodgen, 2012). Interestingly, Furrer and Skinner (as cited in Koepke & Harkins, 2008) identified teacher

relatedness and school engagement as more significant for boys than for girls, suggesting boys' academic engagement is influenced by their connection to teachers. While engagement is a major factor of positive teacher-student relationships, some research supports positive relationships impacting more than engagement.

When teachers and students have strong relationships in the classroom, students experience more overall life satisfaction because of the role models in their life. Suldo and Huebner (2006) found high teacher support resulted in more student life satisfaction since teachers were a major social support in a student's life. Teachers are also role models for students as they "learn firsthand how experts think about and solve practical problems" (Kuh, 2009, p.17). According to Keifer, Ellerbrock and Alley (as cited in Smith et al., 2016), "students who feel adults in school care for them are more likely to report a range of positive student outcomes" (p.9). One positive student outcome is appropriate, non-disruptive behaviour. In a study of student behaviour and positive relationships, Hughes and Cavell (1999) found positive teacher-student relationships led to less aggressive behaviour the following year. The connection between positive teacher-student relationships and fewer disciplinary issues in the classroom is supported by Crosnoe, Johnson and Elder (2004), who found that students who bonded with their teachers showed more positive achievement later on, while Mashburn (as cited in Pianta et al., 2012) found the disruptive behaviours of students is lessened when teachers spend non-directive individual time with them.

Positive teacher-student relationships also affect student motivation and persistence in learning activities. Davis (2003) believed good relationships support motivation and classroom learning while in a study by Davis (2006), students who believed teacher-student relationships were important reported more motivation as well as more positive relationships with their teachers. In this study, it became evident that positive relationships had a cyclical effect on students: good relationships increased motivation, which then led to better relationships (Davis, 2006). In a study by Montalvo, Mansfield and Miller (2007), it was identified that students who liked their teachers reported higher levels of effort and persistence in their classes. The authors also discovered that confidence-building feedback promoted student interest and cooperation while allowing students to both see the value of school and persist with difficult learning challenges (Montalvo et al., 2007). With much evidence of the importance of positive

relationships, researchers have been exploring the effects of such relationships at different grade levels to discover how students' learning experiences are affected.

Positive Relationships for All Students

All students need positive relationships with their teachers and it is clear from the research that young children are deeply affected by their teacher relationships. According to Hargreaves (as cited in Roorda, 2011), young children are more influenced by relationships with adults than older children. Roorda (2011) observed that negative teacher-student relationships impacted primary school students more than secondary school students. Koepke and Harkins (2008) recognized that all children need caring relationships with supportive and reliable adults for healthy development. Hughes and Cavell (1999) discovered "a secure relationship with one's teacher promotes the child's active exploration of the environment, positive affect, and socially competent interactions with others" (p.174). Davis (2003) found teacher-student relationships had an impact on social and cognitive outcomes as early as preschool, thereby recognizing the strong influence teacher relationships have on students.

Academically speaking, positive teacher-student relationships among elementary children have been shown to increase achievement (Hughes & Kwok, 2007) while also helping to shape young learners' social and emotional competencies (Taylor & Parsons, 2011). According to Furrer and Skinner (as cited in Crow, 2009), students who identified as having positive teacher-student relationships in grades 3-6 had increased academic motivation, while relatedness to teachers also provided the most influence on emotional engagement in the classroom. While elementary students are certainly influenced by positive relationships with their teachers, older students are also affected by teacher-student relationships.

Smith et al. (2016) found high levels of support in school resulted in more aspirations for students to continue their education beyond high school. With graduation rates being an important focus of the education sector, this finding sheds light on the importance of positive teacher-student relationships for older students. School support was also identified as the most important predictor of school enjoyment and academic aspiration (Smith et al., 2016). Even university students benefit from supportive relationships with teachers. Krause and Coates (2008) found academic staff played an integral role in helping first-year university students engage with their studies and learning community. With clear evidence of the importance of

positive teacher-student relationships, it becomes imperative for teachers to create learning environments conducive to the creation of such relationships.

Constructing Positive Relationships

Ryan and Deci (2000b) pointed out that relatedness or connection to the classroom occurs when students feel respected and cared for by their teacher. This sentiment is shared by many researchers. Daniels and Perry (2003) found elementary students want teachers to care for and know them as unique persons, and desire for their relationship with teachers to be positive. According to Raphael, Pressley and Mohan (as cited in Tenney, 2011), caring and positive classroom environments were the cornerstones of the most engaging teachers. It is evident when students believe their teacher likes them they will have more success in the classroom. For this reason, it is important for educators to understand the qualities of positive relationships in order to ensure the creation of good relationships with their students.

Characteristics of Positive Relationships

There are many characteristics of positive relationships that have been identified through research. Trust is one of these characteristics. Baker (2006) found relationships built on trust and warmth to be associated with positive school acclimation and academic achievement in early years. Birdsey (2012) also discovered trust to be an important feature of positive teacher-student relationships as students wanted to trust teachers and also trust that their teachers believed in them. Trust that a teacher believes in his or her students connects to other characteristics of positive relationships, namely interest and respect. Students like teachers who show an interest in them, who listen to them and treat them with respect (Johnson, 2008).

Other characteristics that deeply affect relationships involve teachers' availability and willingness to take time to listen to their students. In a study by Johnson (2008), students connected with teachers who showed an interest in their lives, who valued them as people and took time to meet regularly with them. Taking an interest in students also involves listening to them. Open and honest communication with teachers is one way teachers strongly convey their respect for students (Johnson, 2008). Students have also indicated their interest and attention is maintained through teachers' use of humour and that humour helped build connections to teachers (Davis, 2006). This is important because connectedness has been identified as an important factor in positive teacher-student relationships (Birdsey, 2012). Other positive teacher behaviours that have been recognized as improving teacher-student relationships include

encouraging self-confidence, showing tolerance and patience, providing positive feedback, being fair and consistent, and being supportive to help solve problems (Güven, 2015). Wylie and Hodgen (2012) recognized factors that positively impacted teacher-student relationships included active guidance, encouragement in activities, joining in children's play and asking open-ended questions. With so many characteristics that can positively impact teacher-student relationships, it is important for teachers to utilize these behaviours for the betterment of student learning, while recognizing that oftentimes teachers already employ traits for positive student experiences through their personalities and natural behaviour.

Teachers can have a positive impact on students just by being themselves. Lumpkin (2008) said teachers are role models for students and must act as a role model by modeling integrity through their actions. Teachers are also able to impact students' educational experiences by being positive, enthusiastic and passionate about their work. Several researchers have found great teachers to be enthusiastic and excited about teaching (Ibrahim, Aziz & Nambiar, 2013; Phelps & Benson, 2012). Gentry, Steenbergen-Hu and Choi (2011) found that exemplary teachers showed a passion for both their students and for teaching. Other personality traits that have been shown to have an impact on students include the use of humour (Colker, 2008; Md-Ali, Karim & Yusof, 2016), patience (Colker, 2008; Md-Ali et al., 2016; Sanchez, 2007) and respect (Colker, 2008; Lumpkin, 2008; Sanchez, 2007).

A major personality trait that is important for teaching is fairness. Sanchez (2007) found that students identified fairness as a significant trait for good teaching. Fairness includes using appropriate discipline techniques and taking the time to get to know each student. In a study by Lumpkin (2008), students closely connected fairness with trust, identifying both traits as important for positive learning. The researcher also discovered that trust could be taught through actions and developed through relationships (Lumpkin, 2008). Helpful and caring behaviour was also identified as important in several studies. Lumpkin (2007) revealed the characteristic of caring for students to be very important for effective teaching, as caring teachers created positive relationships with students, placed students at the centre of the learning process and engaged students in learning. Caring teachers were also mindful of their approach with students, allowing them to be attentive, compassionate, non-judgmental and accepting (Grant, 2007). Colker (2008) also identified perseverance, flexibility, authenticity and creativity to make learning fun as personality traits that impacted students' experiences. The attribute of fun was also identified in

research by Sanchez (2007) in which 43% of students in the study said a good teacher was fun. Although many characteristics that positively impact student learning are personality traits, there exist many strategies teachers can employ to impact student learning.

Teaching Strategies that Influence Students' Experiences

Teaching strategies that have a positive impact on students' experiences have been identified in research and there exist several that appear in much of the literature. One of these is making learning meaningful and relevant for students. Gentry et al. (2011) identified exemplary teachers as those who made learning meaningful and relevant by connecting students' lives to their learning. Incorporating students' life experiences into lessons is an important value for impacting student learning (Md-Ali et al., 2016). Moreover, involving students in their learning by engaging them through autonomy-supportive teaching will impact students as well (Newton & Winches, 2013). It is important to understand students as learners because educators are then better equipped to focus on, and engage, their students. Maxwell, Vincent and Ball (2011) found effective teaching included developing critical thinkers by actively engaging students in meaningful learning.

Researchers have also identified using multiple teaching strategies as an effective method for impacting student learning (Lumpkin, 2007; Md-Ali et al., 2016). According to Bohn (as cited in Sanchez, 2007), effective teachers share characteristics that include “differentiated instruction, scaffolding instruction, enhancing student motivation, frequent praise, providing meaningful activities... and using a greater variety of teaching strategies” (p.10). Another important strategy to impact students is the ability for teachers to adapt lessons to meet the needs of students. Ibrahim et al. (2013) believed in order for teachers to have an impact they must be properly planned for class, yet must be able to adapt and change plans as necessary. This sentiment is shared by Newton and Winches (2013) who described effective teachers as those who were constantly planning and tweaking lessons. Maxwell et al. (2011) also understood effective teachers to be those who strived to improve their teaching ability through professional development opportunities. While the evidence is clear about personalities and strategies that can impact students' educational experiences, it is important to also explore how engagement influences students' learning.

Engagement

The construct of engagement continues to receive a lot of attention in educational research, and with good reason, because engagement in any activity, whether learning a new concept, reading a book, riding a bike, driving a car or climbing a ladder, will undoubtedly increase one's ability to perform said activity. When it comes to education, engagement is a powerful construct to enhance students' learning experiences. The term engagement is multidimensional (Eccles & Wang, 2012; Reschly & Christenson, 2012) and can mean many things, from feelings of belonging to doing homework to participating in extracurricular activities. There is little consensus among scholars as to the sub-types or definitions of engagement. Brooks, Brooks and Goldstein (2012) identified engagement as a connection between a student and activity, like "energy in action" (p.548), while Jones (as cited in Brooks et al., 2012) described student engagement as "positive behaviours that indicate full participation by the student in the learning process" (p.549). Engagement is multifaceted with behavioural, academic and attitudinal dimensions. It is a "process of the mind" (Harris, 2008, p.71) and keeps students mentally occupied. According to Kuh and Hu (as cited in Berger, 2014) engagement represents the quality of effort and student responsibility, while referring still to the "extent to which students identify with and value school outcomes, and participate in academic and non-academic school activities" (Douglas, 2003, p.8). The myriad descriptions and definitions of engagement continue to keep researchers engaged with the construct.

Engagement is clearly a construct to which a variety of viewpoints are required for its full understanding. Kuh (2009) found student engagement to be too important to adopt a hegemonic view without considering conditional or contextual effects. Pianta, Hamre and Allen (2012) believed engagement is relational and is best understood through relationships and behaviour, saying engagement "reflects students' cognitive, emotional, behavioural, and motivational states and capacities" (p.366). According to Jefferson-Williams (2014), student engagement is defined as "a combination of students' ongoing feelings, thoughts, and experiences tied directly to the school day and behaviors such as responsibility, initiative, concentration, and time on task specific to the lesson activities" (p.14). Understanding contextual effects is necessary for one to fully grasp the concept of engagement.

Researchers have contextualized engagement by attempting to classify various sub-types of the construct. The emotional, or affective, component of engagement refers to a student's

sense of belonging or feeling of acceptance (Douglas, 2003). Finn and Zimmer (2012) defined affective engagement as the “level of emotional response characterized by feelings of involvement in school as a place and a set of activities worth pursuing” (p.103). Finn and Zimmer (2012) also believed affective engagement impacted academic, social and cognitive engagement as affective engagement allows students to feel included in the school community. When students feel connected to their school community, other areas of engagement are enhanced. Cognitive, or academic, engagement refers to one’s willingness to put in the effort required to learn (Mahatmya, Lohman, Matjasko & Farb, 2012). By participating in school in an effort to find success, one is demonstrating academic engagement. Rotgans and Schmidt (2011) described academic achievement as persistence in studying and understanding a topic. Another form of engagement is social engagement, also known as participation. Social engagement can refer to “participation in the life of school” (Dunleavy & Milton, 2009, p.7) and involves actions such as attending school, being prepared for class, completing homework and participating in extracurricular activities (Douglas, 2003). With several forms of engagement, each with their own descriptions and definitions, it is clear that student engagement is an important construct in education.

The Importance of Engagement

Many researchers identify engagement as important, and often necessary, for school success. Carini, Kuh and Klein (2006) identified engagement as a solid predictor of learning and personal development. Klem and Connell (as cited in Jefferson-Williams, 2014) recognized engaged students as having more academic success in school while identifying students with low levels of engagement as being at risk for struggling. Finn and Zimmer (2012) as well as Klem and Connell (2004) concurred with this belief as they suggested engaged students achieved higher success than their non-engaged peers. Finn and Zimmer (2012) also believed engagement to be “essential for learning” (p.99) and suggested these behaviours could be identified in early and later years of schooling. Students’ academic engagement also led to exploration, investigation, problem solving and inquiry (Jacobsen, Lock & Friesen, 2013). Intellectual engagement allows students to “experience serious emotional and cognitive investment in learning” (Dunleavy & Milton, 2009, p.13). According to Willms, Friesen and Milton (2009), “participation and engagement in learning are key to both individual and collective well-being”

(p.7). Engagement can certainly influence academic success but has an impact in other areas of learning as well.

Students experience higher levels of belonging and identify more positively with their school experiences when they are engaged. This is an important aspect of engagement as the Programme for International Student Assessment (PISA) results from 2003 identified 20% of Canadian students as having a low sense of belonging and 25% of students as having low participation (Douglas, 2003). McNeely, Nonnemaker and Blum (as cited in Mahatmya et al., 2012) found that students with high levels of school connectedness and belonging had better grades and higher attendance. Reschly and Christenson (2012) identified student engagement as an important factor to connect students to home, school, peers and community.

The different sub-types of engagement are certainly not separate from one another as each form of engagement often overlaps others. Krause and Coates (2008) found intellectual engagement helped build cognitive and affective engagement, thereby leading to more academic success. Appleton, Christenson and Furlong (2008) also believed when engaged students found success they were motivated to become more engaged. The cyclical view of engagement is supported by several researchers who identified the impact positive engagement can have in teacher interactions as well as personal success in the classroom, thereby leading to more engagement (Appleton et al., 2008; Finn & Zimmer, 2012). Strong engagement can also affect behaviour. Harris (2008) concluded that students who are engaged had fewer behaviour problems in the classroom. The positive classroom behaviours students demonstrate may lead to student success and positive student interactions with teachers and peers, leading to more engagement in the classroom. While engagement positively impacts educational experiences in all grade levels, many researchers have explored the importance of engagement at specific levels of education.

Engagement for All Students

A child's first few years in school will undoubtedly have a lasting impact on their educational experiences. Finn and Rock (as cited in Leonard, 2008) believed school engagement, rather than academic performance, should be the focus of elementary and middle years because it has such an impact in a student's later years. Wylie and Hodgen (2012) identified early school success or failure as having a major influence over engagement as their study demonstrated how cognitive engagement differences among students experiencing success or failure in the

classroom were apparent before attitudinal engagement. According to Bierman et al. (2008), children who were engaged socially and academically exhibited higher levels of achievement in school compared to their non-engaged peers. In the cyclical nature of engagement, students finding success in school are more likely to become cognitively, socially and emotionally engaged. Klem and Connell (2004) found that elementary students who were identified as highly engaged by their teachers were twice as likely to show success. Furthermore, the authors identified teacher support to be a major factor for student engagement. Not only did elementary students report higher levels of teacher support than middle-years students, but elementary students with low levels of teacher support were twice as likely to be disengaged from school.

Several researchers have recognized the importance of engagement in elementary years and the lasting impact this engagement has on students. Alexander, Entwisle and Horsey (as cited in Finn & Zimmer, 2012) conducted a 14 year longitudinal study on engagement behaviours in grade one students and concluded that engagement habits formed at this age had lasting effects on student success. In a study of academic and social engagement in elementary students, Finn and Zimmer (2012) found these areas of engagement in grade 4 and grade 8 students to be significantly connected to high school completion. As students move into higher grades it is imperative they continue to engage with their learning in order to find success.

A large proportion of literature on engagement in older students relates to school success and graduation. Since one of the purposes of education is to prepare students for life beyond school, it is critical students graduate in order to create their best possible future. In order to graduate, students need to find school engaging. According to Appleton et al. (as cited in Leonard, 2008), engagement is both a cause of dropping out and a way to prevent dropping out. However, it should be noted that dropping out of school is not an instantaneous event but rather a process that occurs over time (Appleton et al., 2008). Wylie and Hodgen (2012) discovered that student engagement, as a whole, decreased over time with the decline generally occurring between the ages of 10-14, just as students were preparing for high school. Finn (as cited in Leonard, 2008) identified behaviours associated with dropping out of school as early as grade 4. Furthermore, while the enjoyment of learning declines there is an increase in boredom (Wylie & Hodgen, 2012). There is a link between disengagement in school and eventual dropping out as students demonstrating low engagement are most likely to leave school when they are legally able (Wylie & Hodgen, 2012). The connection between engagement and graduation is supported

by several studies. Finn and Zimmer (2012) found that students who “identified more positively with school were more likely to graduate” (p.122) and believed academic engagement was the most important predictor of high school graduation. Reschly and Christenson (2012) believed the social context of schooling, along with student engagement, was important to help students graduate.

There is also research to suggest engagement not only affects elementary and high school students, but college students as well. Astin (as cited in Prince, 2004) identified student involvement as a significant predictor of success in college, thereby recognizing social engagement as important for achievement in college. According to Shulman (as cited in Carini et al., 2006), students “involved in educationally productive activities in college are developing habits of the mind and heart that enlarge their capacity for continuous learning and personal development” (p.2). A study by Carini et al. (2006) also showed levels of student engagement as often positively related to GPA (Grade Point Average), while low ability students benefitted the most from engagement. It is evident that engagement can impact students in all levels of education and educators will benefit from building engagement in their classrooms.

How Students Become Engaged

There are several ways students become engaged in their educational experiences and it is clear from the research that students need deep engagement in their learning to find the most success. Students want their learning to be meaningful and want to be able to connect deeply to the world around them (Willms et al., 2009). Real life connections to learning helps foster engagement (Pianta, Hamre & Allen, 2012) and students who are engaged feel their learning is relevant, feel a sense of belonging and feel supported by adults and peers (Leonard, 2008). A sense of belonging leading to engagement was supported by Krause and Coates (2008) who believed that belonging to a learning community helped university students transition during their first year.

Students also engage in activities and learning experiences that interest them. According to Linnenbrink and Pintrich (as cited in Harris, 2008), learning “should not just be ‘hands on’ but also ‘minds on’” (p.59). Learners enjoy meaningful work that interests them and allows for sharing ideas (Jacobsen et al., 2013). The idea of learning and sharing together has repeatedly been shown to allow students to become engaged. Prince (2004) said discussion is important for active learning and engagement while Michael (2006) pointed out that “individuals are likely to

learn more when they learn with others than when they learn alone” (p.161). From the research on engagement, there have emerged many strategies teachers can employ to enhance their students’ engagement.

Engagement behaviours are shaped by context and situations, thereby responsive to school and classroom practices (Finn & Zimmer, 2012). For this reason, teachers have a strong influence on their students’ engagement. Jones (2008) suggested when teachers take an interest in their students as individuals and get to know them outside of the classroom, then students demonstrate higher levels of effort and engagement. A study by Lopez (as cited in Cano, 2015) indicated teachers’ commitment to students by supporting and developing their strengths as well as creating positive feelings around the future would lead to higher engagement from students. Moreover, teachers could positively connect students to school by being positive role models and displaying enthusiasm in the classroom (Vidourek, King, Bernard, Murnan & Nabors, 2011). Not only do teachers have influence over student engagement through their behaviours, but the way in which they teach and create learning experiences can also influence students’ engagement.

One of the major ways in which teachers can impact student engagement is through collaborative group work. As the world becomes more globally local, students need collaborative skills including communication and being cognitively flexible (Hull, Zacher & Hibbert, 2009). The global market rewards collaboration and students will be best served to learn to work collaboratively with their peers and teachers. Kuh (2009) believed collaboration greatly improved engagement through problem solving and sharing ideas. Rotgans and Schmidt (2011) found that students’ level of cognitive engagement increased significantly when students came together to discuss what they discovered in problem-based learning. In a study by Dunleavy and Milton (as cited in Taylor & Parsons, 2011), students identified learning from and with others, connecting with experts, and having more chances for conversations and dialogue as factors that increased their engagement. Collaborative group work is recognized as a strong predictor of engagement as it encourages motivation and enthusiasm among students (Niemi & Multisilta, 2016). It is clear that today’s learners need social interaction to feel engaged.

Other strategies teachers can utilize to engage students include technology and play. Niemi and Multisilta (2016) believed technology allowed students to follow a unique path and become motivated. Berger (2014) identified technology as allowing students to learn through “playing, doing and communicating and collaborating with others” (p.45). Taylor and Parsons

(2011) identified technology as increasing student engagement because it began to give students autonomy in their learning. Play is also important for engagement as it encourages cognition and emotion (Jacobsen et al., 2013). Finally, a strong engagement strategy involves the creation of relationships between teachers and students. Bergin and Bergin (as cited in Finn & Zimmer, 2012) have connected engagement to teacher warmth and supportiveness, while Jones (2008) believed strong teacher-student relationships can increase student motivation and engagement. For elementary students, a lack of teacher support impacted their engagement the most, clearly identifying teacher support as imperative for student engagement (Klem & Connell, 2004). Even university students are impacted by their relationships with teachers as Carini et al. (2006) studied university students and found their academic performance and engagement increased when quality relationships and supportive campus climates were present. The concept of engagement is dynamic and impactful, thereby leading many researchers to continue exploring this valuable construct.

Enjoyment

The construct of enjoyment is one that has received less attention from researchers than that of engagement. It may be due to the difficulty of quantifying enjoyment as this construct is as much a personal experience as one might find. However, some researchers have attempted to understand enjoyment in learning in order to provide educators with a better understanding of this concept. Smith, Mann, Georgieva, Curtis and Schimmel (2016) defined school enjoyment as “positive emotional connection to school” (p.2), while Chen and Hynar (2015) recognized enjoyment as an aspect of intrinsic motivation. Deci and Ryan (as cited in Nelson, 2007) also agreed with the construct of enjoyment as part of intrinsic motivation, believing students would be intrinsically motivated when they found interest and joy in activities. According to Seligman (as cited in Tenney, 2011), happiness in learning comes from enjoyment as well as from meaningful experiences and engagement. While the literature may be sparse on its definitions of enjoyment, it is nevertheless important for students’ positive educational experiences.

The Importance of Enjoyment

Enjoyment is an important construct for learning. Gentry and Springer (2002) believed enjoyment to be a major motivating factor in learning while providing students with satisfaction and pleasure. Enjoyment also resulted in lifelong learning as those who experienced joy while learning were likely to continue learning. While studying enjoyment in education, Smith et al.

(2016) found students who felt they had high levels of support were more than twice as likely to report liking school. Moreover, Smith et al. (2016) found that school enjoyment was strongly related to academic aspiration, noting that as school enjoyment increased, the same was so for academic ambition. Glasser (as cited in Nelson, 2007), viewed enjoyment in one's academic task as the strongest motivating factor in schoolwork. Enjoyment should not just be for students, either. According to Noddings (as cited in Tenney, 2011), the experience of joy should be an integral aspect of schooling for both the teacher and the student.

In a study by Tenney (2011), enjoyment was recognized as an important factor affecting students' well-being in school. This is similar to Phillips and Lindsay (as cited in Blanchard, 2013), who identified students as being more engaged and benefitting more from the task if they found the work to be enjoyable. Some researchers have studied the construct of enjoyment in relation to specific classes or activities. Smith, Smith, Gilmore and Jameson (2012) determined that reading for joy and pleasure was strongly linked to reading achievement. The authors also found efficacy and enjoyment to be related (Smith et al., 2012). Students who see themselves as good readers tend to enjoy it more. In a study of physical activity and enjoyment, McGhee (2013) discovered that students enjoyed participating in a walk, jog, and run physical education activity and enjoyed participating in the program outside of the school day. In fact, the study suggested enjoyment could lead to students participating in educational activities outside of school (McGhee, 2013). With the construct of enjoyment recognized as an important factor for student success in education, many researchers have narrowed their focus to understand the effects of enjoyment at an elementary and high school level.

Enjoyment for All Students

Similar to the construct of engagement, enjoyment is an important factor in elementary education as the effects of positive enjoyment in learning can have a lasting impact on students' educational experiences. In a study by Gentry, Gable and Rizza (2002), the researchers discovered students in grades 3-5 found classroom activities to be more interesting and enjoyable than those in grades 6-8. Students' enjoyment tended to decrease as their grade level increased. For this reason, it is imperative teachers find ways to make learning enjoyable. In the same study, female students in all grades (3-8) perceived classroom activities as more enjoyable than their male peers (Gentry et al., 2002). This finding may encourage researchers to explore ways in which male and female students discover enjoyment in their learning as well as explore ways in

which students in upper elementary grades can be given opportunities to cultivate their enjoyment in learning. Gentry and Springer (2002) also found that elementary students connected interest and enjoyment, while Chen and Hynar (2015) found autonomy for elementary students to be linked to enjoyment. Clearly elementary students require enjoyment in learning to find the most success, and the same can be said about students in higher grades.

While the construct of enjoyment has not been explored deeply with older students' experiences, the evidence that does exist suggests students of all learning abilities and ages benefit from enjoyment. Simpson (2014) found that enjoyment of school for older students led to higher levels of a student's likelihood of continuing their education. The study results indicated a structured and supportive environment led to increased enjoyment of school, which in turn led to students' likelihood to continue, thereby increasing graduation rates. With high societal expectations, as well as educational sector expectations, of increased graduation rates, it is no wonder research is beginning to focus on and recognize the connection between students' enjoyment in school and completion of high school.

Constructing Enjoyment

With mounting evidence that enjoyment is an important construct for student learning, the ability to create enjoyment for learners is more important than ever. In a study by Poe (2000), students identified creative teaching methods as inspiring more joy in learning. Students also identified creative, art-infused math and science as stimulating more joy in these subject areas (Poe, 2000). Poe discovered other ways in which teachers could create enjoyment for their students, including using new or different teaching strategies or materials, and creating new learning experiences for students (Poe, 2000). Simpson (2014) found classroom supportiveness, structure and enjoyment of school to all be strongly connected. However teachers are able to create enjoyment for students' experiences, it is clear that enjoyment is an important construct for developing powerful learning experiences.

Figure 2.1 shows the progression of the current research study. After exploring several constructs and teacher influences on students' classroom experiences, the constructs of social-emotional engagement and enjoyment became the focus of the study. In particular, the researcher sought to explore teachers' influences on students' enjoyment and social-emotional engagement in the classroom, from the perspective of grade 3-5 students. Through a mixed

methods approach to data collection, the researcher hoped to increase understanding of teachers' influence of these constructs.

Conceptual and Methodological Framework of the Study

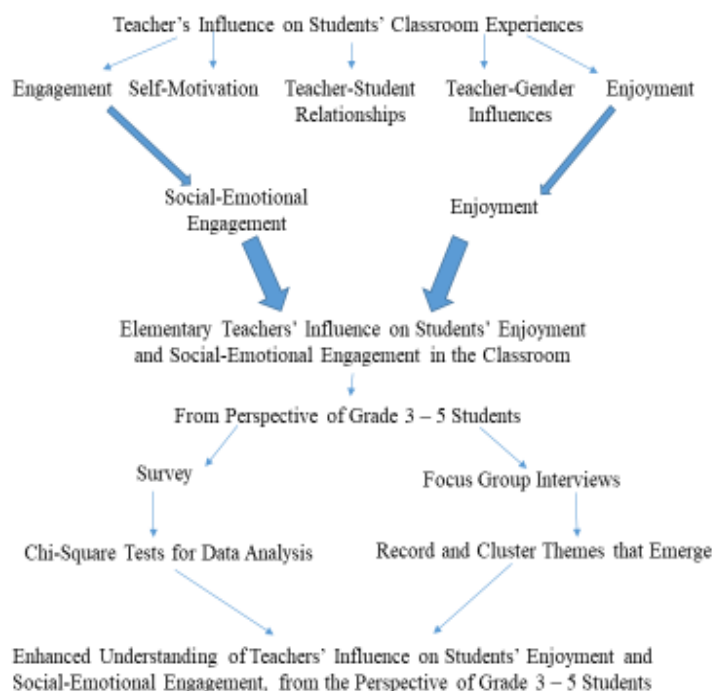


Figure 2.1 – Framework of the Study

Conclusion

By understanding the constructs of student engagement, enjoyment and self-motivation, teachers are better equipped to develop positive educational experiences for students. The understanding and enrichment of positive relationships, impactful teacher characteristics and encouragement of both men and women to become educators at all level of education will help to ensure effective educational practices meet the needs of today's learners. Research evidence to support student engagement, enjoyment and self-motivation in the classroom is mounting as these constructs are often interconnected. Moreover, developing positive relationships with students and promoting teacher characteristics that impact student learning, including gender

equality in all facets of education, will enhance students' experiences in the classroom. This undertaking will be well worth the effort as students experience positive educational experiences and eventually bring their learned skills into the workforce and share them with society.

Chapter 3: Methodology

This chapter will explain the methodology that was used in the research while also providing insight into the purpose of the research. First, the methodology of mixed methods is discussed, including an explanation of the development of the research tools and the use of surveys and focus group discussions. Next, data collection is discussed, followed by a description of the data analysis that occurred once the data were collected. An explanation of triangulation is then provided, along with a description of trustworthiness, reliability and validity as it relates to the present research. Finally, ethical considerations are discussed.

General Methodology and Research Design

The methodology that was employed during the research is referred to as mixed methods. The mixed methods approach uses both qualitative and quantitative research for data collection. The survey conducted for this research represented quantitative data collection and provided the researcher with the ability to research large numbers of students and discover possible relationships between variables. The focus group discussions that were conducted represented qualitative methodology and provided detailed perspectives and understanding within specific school and student experience contexts. Fredricks, Blumenfeld, Friedel and Paris (2005) identified the value of including interview questions in engagement studies as a means to better understanding participants' responses. Using these mixed methods allowed the researcher to examine the research questions from multiple angles.

Employing both surveys and focus group discussions also resulted in a stronger ability to draw more conclusions from the research. Smith (2006) described how many researchers believed that each methodology had deficits, so to use several methods was meant to eliminate the natural insufficiencies of each one. Furthermore, education is complex with "issues of culture, politics, values, and ideology" (p. 458); so a single research methodology may not capture educational complexities. For these reasons the researcher employed a mixed methods methodology to conduct the research. The methodology was also chosen for its sequential approach. The survey was conducted first, and following the survey data collection, the researcher conducted focus group discussions. The purpose of conducting the research in a progressive manner was to allow the researcher to view the survey data and identify areas of interest that were not captured by the survey. Questions were then asked during the focus group

interviews to gather more information and detailed explanations, thereby enhancing the survey data and leading to a fuller understanding of teacher influences.

Survey Instrument Development

The purpose of the survey was to identify the influence classroom teachers had on the enjoyment or social-emotional engagement of their students. The two surveys used in the research included a 44-item survey for grade 3-4 students and a 59-item survey for grade 5 students. On both surveys, items 1 – 3 identified participants' gender and grade, as well as the participants' teacher's gender. Item 4 allowed students to provide their assent for participation before moving on to the rest of the survey. Items 5 – 11 focused on students' enjoyment in the school and classroom. The data collected from these items informed the researcher on the students' levels of enjoyment and how their enjoyment is influenced by teacher interactions. On both surveys, items 12 – 43 focused on students' social-emotional engagement in the classroom and with their school learning. These items identified how students perceived their sense of belonging and acceptance in school, how they participated in the life of the school and how their teacher influenced their social-emotional engagement. Survey item 44 allowed the researcher to understand both the level of enjoyment and social-emotional engagement students had in their classroom by identifying the students' perceived amount of boredom in their classroom. Survey items 45 – 59 focused on specific character traits and informed the researcher of students' perceptions of specific teacher traits. The focus on character traits allowed for the identification of similarities and differences among male and female students as well as students' perceptions of male and female teachers. Items 45 – 59 were only administered to grade 5 students as the extra questions and length of the survey was considered to be more appropriate for this particular age group.

Several scales were adapted for the purpose of this study. The researcher used specific items from several scales that directly related to students' enjoyment or social-emotional engagement in the classroom. By drawing from several scales that had been identified as valid and reliable, the researcher hoped to create a more focused survey to help answer the main research question. Survey items 6, 7 and 33 came from the Engagement vs. Disaffection with Learning: Student Report (Skinner, Kindermann & Furrer, 2009). Item 22 came from the Perceived School Experiences Scale (Anderson-Butcher, Amorose, Iachini & Ball, 2012). Items 10, 21 and 31 came from the Student Engagement Instrument (Appleton, Christenson, Kim &

Reschly, 2006). Items 5 and 15 came from the Identification with School Questionnaire (Voelkl, 1996). Items 38, 39 and 40 came from the Student Engagement and Motivation Questionnaire (Assor, Kaplan & Roth, 2002). Items 12, 16 and 23 came from the Psychological Sense of School Membership Scale (Goodenow, 1993). Item 44 came from the 4-H Study of Positive Youth Development (Geldhof, Bowers, Boyd, Mueller, Napolitano, Schmid, Lerner & Lerner, 2014). Items 13, 27, 45, 54, 55 and 56 came from the Child and Adolescent Social Support Scale (Malecki, Demaray, Elliott & Nolten, 2000). Items 8, 9, 11, 14, 20, 34, 35, 46, 47, 48, 49, 51 and 52 came from the Questionnaire on Teacher Interaction (Wubbels & Brekelmans, 2005). Items 17, 18, 42, 53, 58 and 59 came from the Student Trust in Teachers Scale (Adams & Fosseyth, 2009). Items 19 and 43 came from the Profiles of Student Life – Attitudes and Behaviors Survey (Benson, Leffert, Scales & Blyth, 1998). Items 24, 25, 26, 28, 29, 30, 32, 36, 37, 41 and 57 came from the Classroom Life Measure (Johnson & Johnson, 1983). Finally, item 50 came from the Classroom Environment Scale (Moos & Trickett, 1987).

Most items appeared in the survey as they were originally scripted. However, some items were worded differently to reflect a more specific focus for the students' responses. The following items were worded slightly differently from the original items to ensure the statements related to a student's specific classroom teacher and not just any teacher in their school: 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 29, 30, 31, 32, 34, 35, 41, 42, 43, 46, 47, 48, 49, 51, 52, 53, 58 and 59. Furthermore, item 44 was worded slightly differently from the original item to ensure the statement related to a student's specific classroom and not just any classroom in their school. By making these small changes to the items' wording, the researcher hoped to create a specific and more focused survey to encourage students to think of their current classroom and classroom teacher at the time the survey was completed.

The wording of some items was also adapted based on conversations the researcher had with colleagues. The researcher wanted to look at the items to ensure the wording was student-friendly and could be used to accurately interpret what was found. By having colleagues who teach grade 3, 4 and 5 discuss the wording of several items with their students, the researcher gained insight into students' understanding of the items and was able to adapt the wording to better fit the understanding of students without significantly changing the meaning or intent of the original items.

The survey items were derived from previous scales and research for the purpose of the current study and had been shown to be reliable in their original form. The following section explores the reliability and validity of the items.

The Engagement vs. Dissatisfaction with Learning: Student Report was administered twice to students in grades 3 – 6 with internal consistency reliabilities of .61 - .85 as well as internal consistency of .79 - .86 with combined behavioural and emotional engagement items (Skinner et al., 2009). Furthermore, confirmatory factor analysis found that a four-factor model was best for reporting the data related to behavioural and emotional engagement as well as behavioural and emotional disaffection (Skinner et al., 2009).

The Perceived School Experiences Scale (PSES) was given to 386 middle and high school students for an exploratory factor analysis which resulted in a 16-item version of the PSES, represented by 3 factors accounting for 67.40% of the variance (Anderson-Butcher et al., 2012). Factors were positively related with bivariate correlations ranging from .34 - .64 and factors also had strong internal consistency with Cronbach's alpha coefficients of .90 for school connectedness and .88 for academic motivation (Anderson-Butcher et al., 2012).

The Student Engagement Instrument (SEI) scale was developed using a sample of 1 931 grade 9 students, with later validation studies involving students in grades 6-12 (Appleton et al., 2006). An internal consistency was reported using Cronbach's alpha of .88 for teacher-student relationships, .80 for relevance and control of schoolwork, .78 for future aspirations and goals, .76 for family support for learning, .82 for peer support for learning and .72 for extrinsic motivation (Appleton et al., 2006). A confirmatory factor analysis was used to demonstrate construct validity.

Reliability for the Identification with School Questionnaire (ISQ) involved a sample of 3 539 grade 8 students and resulted in Cronbach's alphas of .76 for the belongingness scale and .73 for the valuing scale (Voelkl, 1996). A confirmatory factor analysis provided evidence of construct validity for the two subscales (Voelkl, 1996).

For the Student Engagement and Motivation Questionnaire, items involving feelings of comfort, enjoyment and interest had a Cronbach alpha of .75 while scale items involving behavioural and cognitive engagement in schoolwork had a Cronbach alpha of .72 (Assor et al., 2002).

The Psychological Sense of School Membership (PSSM) scale development occurred over 3 studies. The PSSM explored internal consistency reliability with Cronbach's alpha of .875 in the first study and .884 the following year (Goodenow, 1993). Scale reliability was also calculated for grade 5 students in the 3rd study, with Cronbach's alpha of .817 (Goodenow, 1993). To establish construct validity, contrasted groups validation procedures were used (Goodenow, 1993).

The 4-H Study of Positive Youth Development reported Cronbach's alphas for the behavioural subscale of .70, the emotional subscale of .82 and the cognitive subscale of .90 (Geldhof et al., 2014). Validity was reported through positive correlations between 4-H emotional and behavioural subscales and achievement (Li, Bebiroglu, Phelps, Lerner & Lerner, 2008).

Reliability for the Child and Adolescent Social Support Scale (CASSS) was determined by the use of Level 1 and Level 2 CASSS (Malecki et al., 1999). The internal consistency reliability coefficient (Cronbach's alpha) was .94 for Level 1 and .95 for Level 2 (1999). Test-retest analyses were conducted on a subsample of students who completed Level 2 and the eight week interval revealed a coefficient of .70 (Malecki et al., 1999).

The Questionnaire on Teacher Interaction revealed Cronbach's alphas ranging from .76 - .84 (Wubbels & Levey, 1991).

The student trust in teachers scale had an alpha coefficient of .93 for the subscale of student trust in teachers (Tschannen-Moran, Bankole, Mitchell & Moore, Jr., 2013). For student identification with school, the alpha coefficient of reliability was .96 (Tschannen-Moran et al., 2013). A confirmatory factor analysis was also conducted with student trust in teachers scoring .97 and identification with school at .98 (Tschannen-Moran et al., 2013).

The Profiles of Student Life – Attitudes and Behaviors Study (PLS-AB) reported a Cronbach's alpha for four school engagement items of .63 (Benson et al., 1998).

The Classroom Life Measure was pre-tested with 3 randomly chosen students to determine if any changes were necessary (Ghaith, 2002). No significant problems were indicated. The Classroom Life Measure also had Cronbach's alphas ranging from .52 - .78 (Ghaith, 2002).

Finally, item 50 on the current survey was borrowed from the mutual respect subscale of the Classroom Environment Scale. The mutual respect subscale had a Cronbach's alpha of .82 (Ryan & Patrick, 2001).

Each survey statement, excluding item 40, utilized a 5-point Likert scale, ranging from strongly disagree to strongly agree. Several researchers have used a 5-point scale for research with elementary students and found it to be beneficial (Blanchard, 2013; Fredricks et al., 2005; McGhee, 2013; Poe, 2000; Simpson, 2014). In a study by Adelson and McCoach (2010), the authors found that a 5-point scale was more accurate than a 4-point scale for students in grade 3-6 and concluded that a 5-point scale was appropriate for elementary students. The scale incorporated the following 5 words and phrases as scored from 1 to 5, respectively: "strongly disagree," "disagree," "neutral," "agree," and "strongly agree." Mellor and Moore (2013) suggested that it is easier for children to accurately respond to Likert scales when common words are used rather than numbers. Gehlbach and Brinkworth (2011) also suggested avoiding numbers and instead use construct-specific anchors. Since the targeted participants of the survey all come from the same school division, the researcher decided to use both words and a 5-point scale in order to relate to the 5-point rubrics used throughout the division in students' report cards because students are familiar with the 5-point scale already. The survey instrument can be found in appendix B.

Focus Group Method

In addition to using surveys for data collection, the researcher also engaged in focus group discussions for data collection. Focus groups can be used to "clarify, extend, qualify or challenge data collected through other methods" (Gill, Stewart, Treasure & Chadwick, 2008, p. 293) while providing an opportunity for the interviewer to clarify and expand on participants' responses by probing and asking follow-up questions (Brenner, 2006). Focus groups are also beneficial as a research methodology because they allow participants to feed off each other as they explore and clarify their views (Kitzinger, 1995). Oftentimes quieter participants will be encouraged to speak up once the more talkative group members have helped break the ice and it also helps that several people are in the room at once, limiting some anxiety participants may feel if they were to participate in a one-on-one interview.

The questions asked during the focus group discussions were useful to gathering more information that may not have been collected from the survey alone. According to Brenner

(2006), it is important that the questions are open-ended to allow participants to express their own thoughts and opinions. The open-ended questions for the focus groups also connected to the different areas of the survey, namely teacher influence on students' social-emotional engagement and enjoyment. Each question encouraged responses that were specific to one's classroom teacher and allowed the researcher to enrich the survey data by allowing for follow-up questions and clarification.

The focus group questions were based on the first two main research questions and remained open-ended to provide participants with an opportunity to share their classroom experiences. The purpose of the focus group questions was to elicit further responses from students to help clarify and strengthen understanding of how teachers influence students' enjoyment and social-emotional engagement in school. Each focus group question addressed the concepts of either enjoyment or social-emotional engagement and provided students with an opportunity to share explicit examples of how their teachers influenced these concepts. As the participants engaged in the focus groups through discussion and creating pictures of their favourite parts of their classroom, the researcher asked questions based on the feedback provided by participants in order to gather information around enjoyment and social-emotional engagement.

The questions about enjoyment required students to think about what their teacher did to influence their enjoyment in school, as well as hypothesize how teachers could increase student enjoyment. The questions about social-emotional engagement focused on students' feelings of how their teachers helped them feel included in the classroom and accepted by peers, as well as the strength of positive interactions with teachers and peers. These areas of social-emotional engagement were chosen for the focus group questions because they were believed to be connected to students' enjoyment of school. Therefore, these areas were important to the overall understanding of teachers' influence on students' enjoyment and social-emotional engagement in school. The focus group questions can be found in appendix C.

Data Collection

The participants in the research were students in grade 3-5 who attended school in the Sun West School Division in Saskatchewan and had a homeroom teacher. The school division was chosen because of convenience for the researcher. As an employee of the Sun West School Division, the researcher was able to communicate more easily with the director, the

superintendent in charge of research, school principals and teachers. The school in which the researcher was employed was not part of the study in order to eliminate any perceived conflict of interest. A superintendent and the director of the school division were approached in February of 2018 regarding the feasibility of the research and continued working with the researcher once the ethics and proposal were approved. In order to complete the protocol for access, an ethics application had been completed, as indicated in appendix A. Consent forms, as outlined in appendix D, were sent to the school division director, as well as principals and teachers of prospective schools and classrooms, respectively. Appendix E contains consent forms that were sent to parents of prospective student volunteers.

The focus on grade 3-5 students allowed the researcher to identify themes around engagement and enjoyment of school for young students. Completing the research within Sun West School Division provided the researcher with classrooms of similar teaching practices and policies. Moreover, students in Sun West were familiar with a 5-point report card rubric and this familiarity may have helped students to accurately and straightforwardly complete the survey. The survey was conducted first, with focus group discussions following completion of the survey. The survey and focus group data were collected by the end of May, 2018. The researcher hoped to have a minimum of sixty students (30 male) complete the survey, including students of at least three male teachers. While the researcher was prepared to use any and all collected data for analysis and to draw conclusions based on the data, whether or not the minimum number of participants was met, the survey was administered to 159 participants and completed by 156 participants, as three participants did not provide assent. The survey was administered online and participants were supervised by those other than the participants' teachers. Those supervising the survey read instructions provided by the researcher (see appendix B) so that all students, regardless of location, received the same instructions. The survey was designed to allow students to complete the instrument on their own with minimal help from a supervisor. The survey was expected to take approximately 15 minutes to complete and ended up taking an average of 8 minutes to complete.

A total of four focus groups occurred once the completed surveys had been collected. The focus groups consisted of 6 to 8 participants since smaller groups are more convenient (Krueger & Casey, 2014) and larger groups may make participants hesitant to share their thoughts and opinions (Onwuegbuzie, Dickinson, Leech & Zoran, 2009). Participants were chosen based on

their completion of both consent and assent forms (see Appendix E). The researcher completed each focus group at locations where 6 to 8 participants from the same grade or classroom volunteered. The purpose for homogeneity in participants' grades and classrooms was to make it easier for the researcher to direct questions, as well as gather responses, based on a particular grade level or teacher, which the researcher planned to use as a variable in the data analysis. In the case of more than eight participants volunteering at one location, the researcher had more than one focus group at said location. The researcher followed a short script (see Appendix D) to remind the participants of the purpose of the research and explain what they could expect during the focus groups, including the importance of confidentiality. A draft of focus group questions can be found in Appendix C. While it was possible to create a list of questions that would be used to begin the engagement process during the focus group discussions, the researcher expected there to be discussion based on the feedback provided by participants and, therefore, some questions that were asked during one focus group were not necessarily asked during all focus groups. The focus group discussions were audio recorded and the recordings were then transcribed so that the researcher had a written record of the discussions and comments made. Each focus group discussion took approximately 30 minutes to complete.

The purpose of using mixed methods methodology for this research was to use the anecdotal data from the focus group discussions to strengthen the findings from the survey. Since the survey did not ask for specific examples of students' enjoyment and social-emotional engagement in the classroom, the focus group discussions allowed the researcher to ask specific questions about participants' classroom experiences. Collecting the survey data first allowed the researcher to identify responses that were difficult to interpret before facilitating the focus group discussions. Therefore, the researcher used his understanding of the survey responses to help facilitate the focus groups and provide a more detailed understanding of students' particular experiences. As indicated in Chapter One, Limitations, the researcher was aware that participants had many different teachers and experiences throughout their schooling, and this may have led to diverse responses on the survey and during the focus group discussions. The researcher created scripts for those administering the survey, as well as the focus group discussions, which encouraged participants to focus only on their current classroom teacher as they responded to the survey and focus group questions.

Data Analysis

Data analysis from the results of the survey focused on identifying frequencies, percentages and means, as well as using Chi-square tests. The data analysis was important because the analysis allowed the researcher to identify if the research questions had been adequately answered. Administering chi-square tests allowed the researcher to “estimate the likelihood that some factor other than chance accounts for observed relationship” among data (Onchiri, 2013, p. 1233). Chi-square compares observed data with expected data to establish any significance of difference (Onchiri, 2013). For example, a flipped coin would be expected to land on heads 50% of the time and tails 50% of the time. By using a chi-square test with data collected by flipping a coin 100 times, one would determine if the results of the 100 flips could be explained by random chance or if there was some factor other than chance that accounted for the results. If a flipped coin landed on heads 45 times and tails 55 times, there is likely no significant difference among the data to suggest the flips were a result that went beyond random chance. However, if a flipped coin lands 20 times on heads and 80 times on tails, there may be some factor affecting the coin other than chance. Essentially, chi-square tests identify outliers and data that goes beyond an expected result. Moreover, Boone Jr. and Boone (2012) identified Chi-square as a good data analysis technique with Likert-type data, which this study used through the survey.

Once the survey data were collected, the researcher provided descriptive results (frequencies, percentages and means) as well as significance of differences between variables (chi-square). The researcher’s intention was to consider using all of the following models to analyze the data: identify similarities and differences regarding teachers’ influence on classroom enjoyment and social-emotional engagement in boys and girls in grades 3-5; of male and female teachers; of grade levels. Table 3.1 outlines the matrix that was used to analyze the survey data.

Table 3.1 – Survey Matrix

Survey Matrix		
	Male Students	Female Students
	Grade 3-5	Grade 3-5
Male Teachers	Enjoyment / Engagement	Enjoyment / Engagement
Female Teachers	Enjoyment / Engagement	Enjoyment / Engagement

Given the researcher's interest in the differences between boys' and girls' experiences in the classroom, here is what he has done with the data: compare and contrast the results of enjoyment in the classroom for all boys in grades 3-5 and all girls in grades 3-5; compare and contrast the results of social-emotional engagement in the classroom for all boys in grades 3-5 and all girls in grades 3-5.

Given the researcher's interest in the differences between male and female teachers, here is what he has done with the data: compare and contrast male and female teachers' influence on classroom enjoyment for all boys in grades 3-5 as well as all girls in grades 3-5; compare and contrast male and female teachers' influence on social-emotional engagement in the classroom for all boys in grades 3-5 as well as all girls in grades 3-5; compare and contrast male and female teachers' influence on classroom enjoyment for all students in the study (boys and girls) as well as male and female teachers' influence on social-emotional engagement in the classroom for all students in the study.

The researcher looked for commonalities or themes that emerged from the focus groups. In particular, commonalities or themes around teacher traits, teacher influences on students' social-emotional engagement and teacher influences on students' enjoyment were explored. These emerging themes were combined with the survey data to strengthen the findings and to support the collected data.

Triangulation

The two streams of data collection related to one another as the researcher analyzed the data and identified commonalities that were present in both data collection methods. Similarities between survey and focus group data were by design. In particular, common data from both streams regarding teachers' influence on students' enjoyment in the classroom as well as their social-emotional engagement served to highlight and reinforce important findings. Yin (2006) identified triangulation as important in research in order to "establish converging lines of evidence to make your findings as robust as possible" (p. 115). Furthermore, since the focus groups took place after the survey, the researcher was able to emphasize discussion questions that zeroed in on specific ideas. This allowed the researcher to explore questions from which the survey data were ambiguous or insignificant, allowing the researcher to probe deeper into specific areas of interest.

Trustworthiness, Reliability and Validity

Trustworthiness in research involves having confidence and credibility in one's research, that the findings can be trusted as the findings. The qualitative data gathered through focus group discussions were trustworthy for several reasons. The questions were tested beforehand on students and teachers to ensure the questions were understandable and appropriate. The researcher also took care to create a relaxed, informal environment with the participants by visiting with them before the formal questions began and asking simple questions about the students to develop a rapport before beginning the interviews. The researcher also emphasized that there was no right answer to the questions so that participants did not feel inclined to answer a certain way. As the focus groups were conducted, students were encouraged to move around the rooms in which the researcher was set up and make themselves comfortable, therefore adding to the comfort of the participants. Triangulation between the survey data and focus group discussion data was used to demonstrate the credibility of the findings.

The researcher audio recorded the focus group discussions to ensure accurate and trustworthy data collection. Shenton (2004) identified familiarity with the participating organization's culture as important before collecting data. The researcher was an employee of the school division and was familiar with the school division culture. Furthermore, the researcher was a leader on the local teachers' association executive and had travelled to the schools in this capacity and visited with many teachers. Another pillar to ensure trustworthiness was through iterative questioning. Falsehoods were identified through the use of iterative questioning (2004) during the focus groups, in which the researcher rephrased questions to extract related data to ensure consistency in the responses. Finally, by providing adequate contextual information about the process of the focus groups, one increases transferability (Lincoln & Guba, 1985). The processes, reported in detail, would allow others to replicate the work, thereby addressing the issue of dependability (Shenton, 2004).

The reliability and validity of the quantitative research involved using pre-existing scale items that had been used in the past and adapted for this current study. The limitation associated with adapting these scales has been indicated in Chapter One. Nevertheless, the scale items had been identified as valid and reliable in their original use. To ensure validity of the survey questions, several grade 3-5 teachers provided feedback at face-value on the survey questions and this provided the researcher with face validity. The teachers provided feedback on the survey

questions based on their professional judgement of their students' ability to understand and accurately respond to the questions. Internal reliability within the survey was achieved by giving all participants the same set of instructions and guidelines. While participants were given similar instructions at the start of each focus group, the discussions that occurred over the course of the focus groups were different from one group to the next.

According to Smith (2006), validity is enhanced when all forms of data collection in a research project are integrated. The current research project incorporated both survey and focus group data during data analysis to increase validity, rather than focusing on only one form of data collection and ignoring the other.

Ethical Considerations

Ethical considerations were addressed by the approved University of Saskatchewan Application for Approval of Research Protocol form. The approved application can be found in appendix A. Permission from the parents or guardians of minor participants was also sought after as well as permission from the school division and the appropriate school personnel from which the research was to occur. The researcher communicated the specifics of the study and the goal of the research prior to parents consenting to their child's participation. Furthermore, since underage participants were used in the research, special consideration was given to students and their freedom to dissent. The researcher made it clear that participants were free to remove themselves from the focus groups at any time, thereby encouraging honesty in those who participated because the focus group members wanted to be part of the interview (Shenton, 2004). No incentives were provided to coerce students to participate and all participation was voluntary. To provide anonymity to student participants and their teachers, participants were assigned a research number and no names were used.

Summary

Chapter 3 began by outlining the methodology, called mixed methods, used in the research. The development of the survey instrument as well as the focus group design were explained in detail, while data collection and data analysis methods were explored. The researcher then explained the connection between the survey and focus groups as well as how the research may impact practice. After describing the trustworthiness, reliability and validity of the research methodology, ethical considerations were explored.

Chapter 4: Data Analysis and Results

This chapter will present data for both the survey and focus group discussions, including the results of the data collection. The chapter begins by presenting survey data results in several tables, including frequencies, percentages, means and chi-square tests. Several key findings are highlighted and commentary is provided on the tables. Next, the focus group discussion data are presented, first by describing the thematic analysis, then by grouping the themes into discussions focused on students' enjoyment in the classroom and those focused on students' engagement in the classroom. A short summary of the focus group results is then provided. Finally, connections between the survey data and focus group data are explored.

Survey Participation

The survey data are first presented in percentage distribution for each of the survey items, followed by means and chi-square findings. The online survey was administered to 159 students in grades 3-5 in eight schools in the Sun West School Division. Of the 159 overall participants, 89 (56.0%) were male and 70 (44.0%) were female; 24 participants (15.1%) had male teachers while 135 (84.9%) had female teachers; 63 participants (39.6%) were in grade three, 51 (32.1%) were in grade four, and 45 (28.3%) were in grade 5. Breaking the numbers down by grade, student gender and teacher gender, the numbers are as follows: for grade 3, there were 35 males (55.6%) and 28 females (44.4%), with two participants (3.2%) having male teachers and 61 participants (96.8%) having female teachers; for grade 4, there were 29 males (56.9%) and 22 females (43.1%), with 13 participants (25.5%) having male teachers and 28 participants (74.5%) having female teachers; for grade 5, there were 25 males (55.6%) and 20 females (44.4%), with nine participants (20.0%) having male teachers and 36 (80.0%) having female teachers. Three students did not give assent to complete the survey; therefore, the collected data comes from 156 students who completed the survey. The average time spent completing the survey was eight minutes and the average completion rate was 97%, meaning that some participants may have chosen to leave certain survey items unanswered.

Survey Data Results

Table 4.1 shows the percentages and frequencies for each survey item using the 5-point Likert scale. An overall percentage and frequency is provided for each item on the survey, as well as percentages and frequencies for male and female students, students with male and female

teachers, and grade level. Items 45-59 do not show grade level as these survey questions were only provided to students in grade 5.

According to table 4.1, students with male teachers strongly agreed (47.8%) with item 6, “My class is fun,” compared to students with female teachers (18.0%). Students with male teachers also agreed or strongly agreed (78.3%) compared to those with female teachers (33.9%) with item 9, “My teacher tells us jokes to change the mood of the class,” suggesting that male teachers may employ more humour in their classroom management. Looking at frequencies, students with female teachers tended to disagree with the statements “My teacher understands my jokes” (item 8) and “My teacher tells us jokes to change the mood of the class” (item 9). This suggests that students do not see their female teachers employing humour in the classroom to the extent humour is employed by their male counterparts.

Table 4.1 also shows that more male students tended to disagree with items having to do with caring relationships with teachers. Item 22, “I have a caring relationship with my teacher” and item 23, “My teacher is interested in me,” both have higher numbers of males than females disagreeing with the statements. Survey item 36, “My teacher likes to help me learn,” found seven male students who disagreed. Furthermore, all seven male students had female teachers, suggesting a possible perceived negative relationship between these male students and their female teachers. According to table 4.1, students may feel more strongly that they receive the teacher help they need as they get older. Item 35, “My teacher is willing to explain things again,” was agreed or strongly agreed to more as students moved from grade 3 to 5 (35.1% for grade 3; 63.3% for grade 4; 75.0% for grade 5).

Another highlight from table 4.1 involves item 37, “My teacher wants me to do my best in schoolwork.” This item was rated as ‘strongly agree’ by 101 out of 150 participants, and was rated either ‘agree’ or ‘strongly agree’ by 138 out of 150 participants. This high level of agreement with the item suggests that students recognize their teachers’ desire to help them do their best. Finally, item 44, “How often do you feel bored in your classroom?” was answered ‘usually’ by four times as many male students as female students, suggesting male students experience more boredom in school than their female peers. Also according to table 4.1, students with male teachers may experience more self-efficacy in the classroom. Item 39, “My teacher allows me to make my own decisions,” and item 40, “My teacher encourages me to work in my own way,” were both scored higher in the categories of agree and strongly agree for students

with male teachers (73.9% and 72.7%, respectively) than students with female teachers (45.7% and 54.3%, respectively).

According to table 4.1, there were several attributes of teachers that were identified as characteristics with which grade 5 students agreed and strongly agreed. Item 48, “My teacher is a good leader,” was agreed or strongly agreed with by 91.1% of respondents while 95.5% of respondents agreed or strongly agreed with item 50, “My teacher wants all students to feel respected.” It is interesting to note that the categories of disagree and strongly disagree for item 50 as well as item 57, “My teacher likes to see my work,” both received 0% of the responses, suggesting that students recognize the importance teachers put on students feeling valued and included in the classroom when it comes to their school work.

Table 4.1 - Survey Percentage (Frequency)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. School is one of my favourite places to be.	5.3% (8)	8.6% (13)	43.4% (66)	32.2% (49)	10.5% (16)
Male Students	8.3 (7)	10.7 (9)	46.4 (39)	28.6 (24)	6.0 (5)
Female Students	1.5 (1)	5.9 (4)	39.7 (27)	36.8 (25)	16.2 (11)
Students with Male Teachers	0.0 (0)	8.7 (2)	43.5 (10)	34.8 (8)	13.0 (3)
Students with Female Teachers	6.2 (8)	8.5 (11)	43.4 (56)	31.8 (41)	10.1 (13)
Grade 3	1.7 (1)	8.6 (5)	36.2 (21)	39.7 (23)	13.8 (8)
Grade 4	6.1 (3)	8.2 (4)	46.9 (23)	30.6 (15)	8.2 (4)
Grade 5	8.9 (4)	8.9 (4)	48.9 (22)	24.4 (11)	8.9 (4)
6. My class is fun.	0.7% (1)	6.0% (9)	26.5% (40)	44.4% (67)	22.5% (34)
Male Students	1.2 (1)	7.1 (6)	27.4 (23)	41.7 (35)	22.6 (19)
Female Students	0.0 (0)	4.5 (3)	25.4 (17)	47.8 (32)	22.4 (15)
Students with Male Teachers	0.0 (0)	0.0 (0)	8.7 (2)	43.5 (10)	47.8 (11)
Students with Female Teachers	0.8 (1)	7.0 (9)	29.7 (38)	44.5 (57)	18.0 (23)
Grade 3	0.0 (0)	5.2 (3)	29.3 (17)	48.3 (28)	17.2 (10)
Grade 4	2.0 (1)	6.1 (3)	26.5 (13)	40.8 (20)	24.5 (12)
Grade 5	0.0 (0)	6.8 (3)	22.7 (10)	43.2 (19)	27.3 (12)
7. When I'm in class, I feel good.	4.0% (6)	5.3% (8)	34.0% (51)	41.3% (62)	15.3% (23)
Male Students	4.8 (4)	4.8 (4)	37.4 (31)	37.4 (31)	15.7 (13)
Female Students	3.0 (2)	6.0 (4)	29.9 (20)	46.3 (31)	14.9 (10)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students with Male Teachers	0.0 (0)	0.0 (0)	23.8 (5)	52.4 (11)	23.8 (5)
Students with Female Teachers	4.7 (6)	6.2 (8)	35.7 (46)	39.5 (51)	14.0 (18)
Grade 3	5.3 (3)	5.3 (3)	33.3 (19)	42.1 (24)	14.0 (8)
Grade 4	6.3 (3)	10.4 (5)	22.9 (11)	45.8 (22)	14.6 (7)
Grade 5	0.0 (0)	0.0 (0)	46.7 (21)	35.6 (16)	17.8 (8)
8. My teacher understands my jokes.	16.5% (25)	13.2% (20)	32.2% (49)	25.7% (39)	12.5% (19)
Male Students	21.4 (18)	10.7 (9)	28.6 (24)	23.8 (20)	15.5 (13)
Female Students	10.3 (7)	16.2 (11)	36.8 (25)	27.9 (19)	8.8 (6)
Students with Male Teachers	4.4 (1)	4.4 (1)	39.1 (9)	39.1 (9)	13.0 (3)
Students with Female Teachers	18.6 (24)	14.7 (19)	31.0 (40)	23.3 (30)	12.4 (16)
Grade 3	20.7 (12)	13.8 (8)	34.5 (20)	19.0 (11)	12.1 (7)
Grade 4	18.4 (9)	8.2 (4)	34.7 (17)	24.5 (12)	14.3 (7)
Grade 5	8.9 (4)	17.8 (8)	26.7 (12)	35.6 (16)	11.1 (5)
9. My teacher tells us jokes to change the mood of the class.	18.7% (28)	21.3% (32)	19.3% (29)	23.3% (35)	17.3% (26)
Male Students	27.7 (23)	19.3 (16)	16.9 (14)	21.7 (18)	14.5 (12)
Female Students	7.5 (5)	23.9 (16)	22.4 (15)	25.4 (17)	20.9 (14)
Students with Male Teachers	0.0 (0)	17.4 (4)	4.4 (1)	30.4 (7)	47.8 (11)
Students with Female Teachers	22.1 (28)	22.1 (28)	22.1 (28)	22.1 (28)	11.8 (15)
Grade 3	24.1 (14)	27.6 (16)	17.2 (10)	20.7 (12)	10.3 (6)
Grade 4	21.3 (10)	10.6 (5)	12.8 (6)	23.4 (11)	31.9 (15)
Grade 5	8.9 (4)	24.4 (11)	28.9 (13)	26.7 (12)	11.1 (5)
10. I enjoy talking to my teacher.	2.7% (4)	7.3% (11)	19.3% (29)	40.0% (60)	30.7% (46)
Male Students	3.6 (3)	6.0 (5)	19.3 (16)	45.8 (38)	25.3 (21)
Female Students	1.5 (1)	9.0 (6)	19.4 (13)	32.8 (22)	37.3 (25)
Students with Male Teachers	0.0 (0)	9.5 (2)	14.3 (3)	23.8 (5)	52.4 (11)
Students with Female Teachers	3.1 (4)	7.0 (9)	20.2 (26)	42.6 (55)	27.1 (35)
Grade 3	1.7 (1)	6.9 (4)	17.24 (10)	50.0 (29)	24.1 (14)
Grade 4	4.3 (2)	8.5 (4)	19.15 (9)	36.2 (17)	31.9 (15)
Grade 5	2.2 (1)	6.7 (3)	22.22 (10)	31.1 (14)	37.8 (17)
11. My teacher's class is pleasant.	6.1% (9)	8.1% (12)	22.3% (33)	46.6% (69)	16.9% (25)
Male Students	6.0 (5)	9.5 (8)	26.2 (22)	41.7 (35)	16.7 (14)
Female Students	6.3 (4)	6.3 (4)	17.2 (11)	53.1 (34)	17.2 (11)
Students with Male Teachers	0.0 (0)	4.4 (1)	17.4 (4)	56.5 (13)	21.7 (5)
Students with Female Teachers	7.2 (9)	8.8 (11)	23.2 (29)	44.8 (56)	16.0 (20)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Grade 3	12.5 (7)	5.4 (3)	14.3 (8)	48.2 (27)	19.6 (11)
Grade 4	4.3 (2)	4.3 (2)	29.8 (14)	51.1 (24)	10.6 (5)
Grade 5	0.0 (0)	15.6 (7)	24.4 (11)	40.0 (18)	20.0 (9)
12. I am included in lots of activities at my school.	2.0% (3)	5.3% (8)	21.7% (33)	36.8% (56)	34.2% (52)
Male Students	3.6 (3)	3.6 (3)	26.2 (22)	32.1 (27)	34.5 (29)
Female Students	0.0 (0)	7.4 (5)	16.2 (11)	42.7 (29)	33.8 (23)
Students with Male Teachers	4.4 (1)	0.0 (0)	13.0 (3)	43.5 (10)	39.1 (9)
Students with Female Teachers	1.6 (2)	6.2 (8)	23.3 (30)	35.7 (46)	33.3 (43)
Grade 3	1.7 (1)	5.2 (3)	24.1 (14)	37.9 (22)	31.0 (18)
Grade 4	2.0 (1)	4.1 (2)	14.3 (7)	46.9 (23)	32.7 (16)
Grade 5	2.2 (1)	6.7 (3)	26.7 (12)	24.4 (11)	40.0 (18)
13. My teacher understands me.	2.0% (3)	2.7% (4)	28.5% (43)	41.7% (63)	25.2% (38)
Male Students	3.6 (3)	4.8 (4)	28.6 (24)	36.9 (31)	26.2 (22)
Female Students	0.0 (0)	0.0 (0)	28.4 (19)	47.8 (32)	23.9 (16)
Students with Male Teachers	0.0 (0)	0.0 (0)	17.4 (4)	26.1 (6)	56.5 (13)
Students with Female Teachers	2.3 (3)	3.1 (4)	30.5 (39)	44.5 (57)	19.5 (25)
Grade 3	1.8 (1)	3.5 (2)	33.3 (19)	42.1 (24)	19.3 (11)
Grade 4	4.1 (2)	0.0 (0)	24.5 (12)	40.8 (20)	30.6 (15)
Grade 5	0.0 (0)	4.4 (2)	26.7 (12)	42.2 (19)	26.7 (12)
14. My teacher is someone I can trust.	3.3% (5)	2.7% (4)	10.0% (15)	34.0% (51)	50.0% (75)
Male Students	2.4 (2)	3.6 (3)	10.7 (9)	29.8 (25)	53.6 (45)
Female Students	4.6 (3)	1.5 (1)	9.1 (6)	39.4 (26)	45.5 (30)
Students with Male Teachers	0.0 (0)	0.0 (0)	13.0 (3)	17.4 (4)	69.6 (16)
Students with Female Teachers	3.9 (5)	3.2 (4)	9.5 (12)	37.0 (47)	46.5 (59)
Grade 3	1.7 (1)	3.5 (2)	10.3 (6)	43.1 (25)	41.4 (24)
Grade 4	6.4 (3)	0.0 (0)	8.5 (4)	25.5 (12)	59.6 (28)
Grade 5	2.2 (1)	4.4 (2)	11.1 (5)	31.1 (14)	51.1 (23)
15. My teacher respects me.	1.3% (2)	2.7% (4)	16.6% (25)	36.4% (55)	43.1% (65)
Male Students	1.2 (1)	3.6 (3)	22.9 (19)	28.9 (24)	43.4 (36)
Female Students	1.5 (1)	1.5 (1)	8.8 (6)	45.6 (31)	42.7 (29)
Students with Male Teachers	0.0 (0)	0.0 (0)	8.7 (2)	21.7 (5)	69.6 (16)
Students with Female Teachers	1.6 (2)	3.1 (4)	18.0 (23)	39.1 (50)	38.3 (49)
Grade 3	0.0 (0)	3.5 (2)	25.9 (15)	39.7 (23)	31.0 (18)
Grade 4	4.2 (2)	2.1 (1)	8.3 (4)	35.4 (17)	50.0 (24)
Grade 5	0.0 (0)	2.2 (1)	13.3 (6)	33.3 (15)	51.1 (23)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16. My teacher treats me with as much respect as other students.	4.0% (6)	6.0% (9)	14.1% (21)	41.6% (62)	34.2% (51)
Male Students	6.0 (5)	7.1 (6)	16.7 (14)	38.1 (32)	32.1 (27)
Female Students	1.5 (1)	4.6 (3)	10.8 (7)	46.2 (30)	36.9 (24)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	43.5 (10)	56.5 (13)
Students with Female Teachers	4.8 (6)	7.1 (9)	16.7 (21)	41.3 (52)	30.2 (38)
Grade 3	5.5 (3)	5.5 (3)	18.2 (10)	43.6 (24)	27.3 (15)
Grade 4	6.1 (3)	6.1 (3)	6.1 (3)	40.8 (20)	40.8 (20)
Grade 5	0.0 (0)	6.7 (3)	17.8 (8)	40.0 (18)	35.6 (16)
17. My teacher is easy to talk to.	3.4% (5)	9.4% (14)	20.1% (30)	36.2% (54)	30.9% (46)
Male Students	4.9 (4)	12.2 (10)	12.2 (10)	42.7 (35)	28.1 (23)
Female Students	1.5 (1)	6.0 (4)	29.9 (20)	28.4 (19)	34.3 (23)
Students with Male Teachers	0.0 (0)	0.0 (0)	17.4 (4)	26.1 (6)	56.5 (13)
Students with Female Teachers	4.0 (5)	11.1 (14)	20.6 (26)	38.1 (48)	26.2 (33)
Grade 3	1.8 (1)	10.7 (6)	19.6 (11)	46.4 (26)	21.4 (12)
Grade 4	6.3 (3)	8.3 (4)	20.8 (10)	27.1 (13)	37.5 (18)
Grade 5	2.2 (1)	8.9 (4)	20.0 (9)	33.3 (15)	35.6 (16)
18. My teacher really listens to students.	2.7% (4)	2.7% (4)	22.8% (34)	39.6% (59)	32.2% (48)
Male Students	3.6 (3)	2.4 (2)	21.4 (18)	42.9 (36)	29.8 (25)
Female Students	1.5 (1)	3.1 (2)	24.6 (16)	35.4 (23)	35.4 (23)
Students with Male Teachers	0.0 (0)	0.0 (0)	17.4 (4)	39.1 (9)	43.5 (10)
Students with Female Teachers	3.2 (4)	3.2 (4)	23.8 (30)	39.7 (50)	30.2 (38)
Grade 3	0.0 (0)	1.8 (1)	34.6 (19)	40.0 (22)	23.6 (13)
Grade 4	2.0 (1)	6.1 (3)	22.5 (11)	38.8 (19)	30.6 (15)
Grade 5	6.7 (3)	0.0 (0)	8.9 (4)	40.0 (18)	44.4 (20)
19. I get a lot of encouragement from my teacher.	0.7% (1)	5.3% (8)	26.0% (39)	37.3% (56)	30.7% (46)
Male Students	1.2 (1)	9.6 (8)	25.3 (21)	36.1 (30)	27.7 (23)
Female Students	0.0 (0)	0.0 (0)	26.9 (18)	38.8 (26)	34.3 (23)
Students with Male Teachers	0.0 (0)	4.4 (1)	17.4 (4)	26.1 (6)	52.2 (12)
Students with Female Teachers	0.8 (1)	5.5 (7)	27.6 (35)	39.4 (50)	26.8 (34)
Grade 3	1.8 (1)	7.0 (4)	22.8 (13)	43.9 (25)	24.6 (14)
Grade 4	0.0 (0)	8.2 (4)	34.7 (17)	28.6 (14)	28.6 (14)
Grade 5	0.0 (0)	0.0 (0)	20.5 (9)	38.6 (17)	40.9 (18)
20. My teacher keeps my attention.	4.6% (7)	9.3% (14)	34.4% (52)	37.8% (57)	13.9% (21)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Male Students	3.6 (3)	13.1 (11)	31.0 (26)	35.7 (30)	16.7 (14)
Female Students	6.0 (4)	4.5 (3)	38.8 (26)	40.3 (27)	10.5 (7)
Students with Male Teachers	0.0 (0)	4.6 (1)	36.4 (8)	27.3 (6)	31.8 (7)
Students with Female Teachers	5.4 (7)	10.1 (13)	34.1 (44)	39.5 (51)	10.9 (14)
Grade 3	5.2 (3)	13.8 (8)	31.0 (18)	43.1 (25)	6.9 (4)
Grade 4	4.1 (2)	12.2 (6)	38.8 (19)	26.5 (13)	18.4 (9)
Grade 5	4.6 (2)	0.0 (0)	34.1 (15)	43.2 (19)	18.2 (8)
21. My teacher is interested in getting to know who I am.	6.0% (9)	4.0% (6)	28.0% (42)	40.7% (61)	21.3% (32)
Male Students	8.4 (7)	6.0 (5)	24.1 (20)	41.0 (34)	20.5 (17)
Female Students	3.0 (2)	1.5 (1)	32.8 (22)	40.3 (27)	22.4 (15)
Students with Male Teachers	4.4 (1)	0.0 (0)	13.0 (3)	52.2 (12)	30.4 (7)
Students with Female Teachers	6.3 (8)	4.7 (6)	30.7 (39)	38.6 (49)	19.7 (25)
Grade 3	5.3 (3)	3.5 (2)	26.3 (15)	42.1 (24)	22.8 (13)
Grade 4	10.2 (5)	4.1 (2)	26.5 (13)	40.8 (20)	18.4 (9)
Grade 5	2.3 (1)	4.6 (2)	31.8 (14)	38.6 (17)	22.7 (10)
22. I have a caring relationship with my teacher.	6.0% (9)	8.7% (13)	30.0% (45)	36.0% (64)	19.3% (29)
Male Students	7.2 (6)	12.1 (10)	33.7 (28)	33.7 (28)	13.3 (11)
Female Students	4.5 (3)	4.5 (3)	25.4 (17)	38.8 (26)	26.9 (18)
Students with Male Teachers	4.4 (1)	0.0 (0)	39.1 (9)	21.7 (5)	34.8 (8)
Students with Female Teachers	6.3 (8)	10.2 (13)	28.4 (36)	38.6 (49)	16.5 (21)
Grade 3	5.2 (3)	6.9 (4)	36.2 (21)	39.7 (23)	12.1 (7)
Grade 4	8.3 (4)	12.5 (6)	22.9 (11)	29.2 (14)	27.1 (13)
Grade 5	4.6 (2)	6.8 (3)	29.6 (13)	38.6 (17)	20.5 (9)
23. My teacher is interested in me.	5.3% (8)	9.2% (14)	37.5% (57)	37.5% (57)	10.5% (16)
Male Students	8.3 (7)	11.9 (10)	36.9 (31)	33.3 (28)	9.5 (8)
Female Students	1.5 (1)	5.9 (4)	38.2 (26)	42.7 (29)	11.8 (8)
Students with Male Teachers	0.0 (0)	8.7 (2)	17.4 (4)	47.8 (11)	26.1 (6)
Students with Female Teachers	6.2 (8)	9.3 (12)	41.1 (53)	35.7 (46)	7.8 (10)
Grade 3	0.0 (0)	12.1 (7)	46.6 (27)	32.8 (19)	8.6 (5)
Grade 4	14.3 (7)	4.1 (2)	30.6 (15)	36.7 (18)	14.3 (7)
Grade 5	2.2 (1)	11.1 (5)	33.3 (15)	44.4 (20)	8.9 (4)
24. My teacher likes me as much as he/she likes other students.	1.3% (2)	11.2% (17)	20.4% (31)	37.5% (57)	29.6% (45)
Male Students	2.4 (2)	14.3 (12)	22.6 (19)	38.1 (32)	22.6 (19)
Female Students	0.0 (0)	7.4 (5)	17.7 (12)	36.8 (25)	38.2 (26)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students with Male Teachers	0.0 (0)	4.4 (1)	13.0 (3)	30.4 (7)	52.2 (12)
Students with Female Teachers	1.6 (2)	12.4 (16)	21.7 (28)	38.8 (50)	25.6 (33)
Grade 3	1.7 (1)	10.3 (6)	24.1 (14)	36.2 (21)	27.6 (16)
Grade 4	2.0 (1)	12.2 (6)	14.3 (7)	38.8 (19)	32.7 (16)
Grade 5	0.0 (0)	11.1 (5)	22.2 (10)	37.8 (17)	28.9 (13)
25. My teacher cares about my feelings.	4.0% (6)	4.6% (7)	22.5% (34)	39.7% (60)	29.1% (44)
Male Students	3.6 (3)	7.1 (6)	27.4 (23)	36.9 (31)	25.0 (21)
Female Students	4.5 (3)	1.5 (1)	16.4 (11)	43.3 (29)	34.3 (23)
Students with Male Teachers	0.0 (0)	0.0 (0)	26.1 (6)	34.8 (8)	39.1 (9)
Students with Female Teachers	4.7 (6)	5.5 (7)	21.9 (28)	40.6 (52)	27.3 (35)
Grade 3	1.8 (1)	7.0 (4)	28.1 (16)	38.6 (22)	24.6 (14)
Grade 4	6.1 (3)	6.1 (3)	18.4 (9)	40.8 (20)	28.6 (14)
Grade 5	4.4 (2)	0.0 (0)	20.0 (9)	40.0 (18)	35.6 (16)
26. My teacher thinks it is important to be my friend.	4.6% (7)	8.6% (13)	29.0% (44)	32.9% (50)	25.0% (38)
Male Students	4.8 (4)	11.9 (10)	27.4 (23)	28.6 (24)	27.4 (23)
Female Students	4.4 (3)	4.4 (3)	30.9 (21)	38.2 (26)	22.1 (15)
Students with Male Teachers	0.0 (0)	4.4 (1)	21.7 (5)	39.1 (9)	34.8 (8)
Students with Female Teachers	5.4 (7)	9.3 (12)	30.2 (39)	31.8 (41)	23.3 (30)
Grade 3	5.2 (3)	10.3 (6)	24.1 (14)	39.7 (23)	20.7 (12)
Grade 4	6.1 (3)	8.2 (4)	28.6 (14)	34.7 (17)	22.5 (11)
Grade 5	2.2 (1)	6.7 (3)	35.6 (16)	22.2 (10)	33.3 (15)
27. My teacher cares about me.	2.7% (4)	0.7% (1)	20.7% (31)	38.0% (57)	38.0% (57)
Male Students	4.8 (4)	1.2 (1)	23.8 (20)	34.5 (29)	35.7 (30)
Female Students	0.0 (0)	0.0 (0)	16.7 (11)	42.4 (28)	40.9 (27)
Students with Male Teachers	0.0 (0)	4.4 (1)	21.7 (5)	21.7 (5)	52.2 (12)
Students with Female Teachers	3.2 (4)	0.0 (0)	20.5 (26)	40.9 (52)	35.4 (45)
Grade 3	1.8 (1)	1.8 (1)	23.2 (13)	39.3 (22)	33.9 (19)
Grade 4	6.1 (3)	0.0 (0)	20.4 (10)	34.7 (17)	38.8 (19)
Grade 5	0.0 (0)	0.0 (0)	17.8 (8)	40.0 (18)	42.2 (19)
28. My teacher respects my opinion.	1.3% (2)	6.0% (9)	27.3% (41)	44.7% (67)	20.7% (31)
Male Students	1.2 (1)	7.3 (6)	31.7 (26)	40.2 (33)	19.5 (16)
Female Students	1.5 (1)	4.4 (3)	22.1 (15)	50.0 (34)	22.1 (15)
Students with Male Teachers	0.0 (0)	0.0 (0)	17.4 (4)	52.2 (12)	30.4 (7)
Students with Female Teachers	1.6 (2)	7.1 (9)	29.1 (37)	43.3 (55)	18.9 (24)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Grade 3	1.7 (1)	6.9 (4)	32.7 (19)	46.6 (27)	12.1 (7)
Grade 4	0.0 (0)	6.3 (3)	25.0 (12)	45.8 (22)	22.9 (11)
Grade 5	2.3 (1)	4.6 (2)	22.7 (10)	40.9 (18)	29.6 (13)
29. My teacher tries to help me when I am sad or upset.	3.3% (5)	2.7% (4)	19.2% (29)	41.1% (62)	33.8% (51)
Male Students	3.6 (3)	2.4 (2)	26.5 (22)	45.8 (38)	21.7 (18)
Female Students	2.9 (2)	2.9 (2)	10.3 (7)	35.3 (24)	48.5 (33)
Students with Male Teachers	0.0 (0)	8.7 (2)	13.0 (3)	34.8 (8)	43.5 (10)
Students with Female Teachers	3.9 (5)	1.6 (2)	20.3 (26)	42.2 (54)	32.0 (41)
Grade 3	1.7 (1)	1.7 (1)	27.6 (16)	44.8 (26)	24.1 (14)
Grade 4	4.2 (2)	2.1 (1)	16.7 (8)	35.4 (17)	41.7 (20)
Grade 5	4.4 (2)	4.4 (2)	11.1 (5)	42.2 (19)	37.8 (17)
30. I can count on my teacher for help when I need it.	2.0% (3)	3.3% (5)	15.1% (23)	39.5% (60)	40.1% (61)
Male Students	1.2 (1)	4.8 (4)	17.9 (15)	39.3 (33)	36.9 (31)
Female Students	2.9 (2)	1.5 (1)	11.8 (8)	39.7 (27)	44.1 (30)
Students with Male Teachers	0.0 (0)	0.0 (0)	4.4 (1)	30.4 (7)	65.2 (15)
Students with Female Teachers	2.3 (3)	3.9 (5)	17.1 (22)	41.1 (53)	35.7 (46)
Grade 3	1.7 (1)	5.2 (3)	22.4 (13)	37.9 (22)	32.8 (19)
Grade 4	0.0 (0)	2.0 (1)	16.3 (8)	40.8 (20)	40.8 (20)
Grade 5	4.4 (2)	2.2 (1)	4.4 (2)	40.0 (18)	48.9 (22)
31. My teacher is there for me when I need him/her.	2.0% (3)	6.0% (9)	28.9% (43)	37.6% (56)	25.5% (38)
Male Students	2.4 (2)	8.4 (7)	27.7 (23)	39.8 (33)	21.7 (18)
Female Students	1.5 (1)	3.0 (2)	30.3 (20)	34.9 (23)	30.3 (20)
Students with Male Teachers	0.0 (0)	0.0 (0)	26.1 (6)	43.5 (10)	30.4 (7)
Students with Female Teachers	2.4 (3)	7.1 (9)	29.4 (37)	36.5 (46)	24.6 (31)
Grade 3	1.8 (1)	7.1 (4)	37.5 (21)	32.1 (18)	21.4 (12)
Grade 4	2.1 (1)	4.2 (2)	25.0 (12)	35.4 (17)	33.3 (16)
Grade 5	2.2 (1)	6.7 (3)	22.2 (10)	46.7 (21)	22.2 (10)
32. My teacher is always ready to help.	1.3% (2)	5.3% (8)	24.0% (36)	35.3% (53)	34.0% (51)
Male Students	2.4 (2)	6.0 (5)	26.5 (22)	36.1 (30)	28.9 (24)
Female Students	0.0 (0)	4.5 (3)	20.9 (14)	34.3 (23)	40.3 (27)
Students with Male Teachers	0.0 (0)	0.0 (0)	17.4 (4)	30.4 (7)	52.2 (12)
Students with Female Teachers	1.6 (2)	6.3 (8)	25.2 (32)	36.2 (46)	30.7 (39)
Grade 3	3.5 (2)	6.9 (4)	25.9 (15)	41.4 (24)	22.4 (13)
Grade 4	0.0 (0)	4.3 (2)	31.9 (15)	21.3 (10)	42.6 (20)
Grade 5	0.0 (0)	4.4 (2)	13.3 (6)	42.2 (19)	40.0 (18)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
33. My teacher is good at explaining things so I can understand them.	1.3% (2)	2.7% (4)	16.7% (25)	42.0% (63)	37.3% (56)
Male Students	2.4 (2)	2.4 (2)	17.1 (14)	43.9 (36)	34.2 (28)
Female Students	0.0 (0)	2.9 (2)	16.2 (11)	39.7 (27)	41.2 (28)
Students with Male Teachers	0.0 (0)	0.0 (0)	17.4 (4)	26.1 (6)	56.5 (13)
Students with Female Teachers	1.6 (2)	3.2 (4)	16.5 (21)	44.9 (57)	33.9 (43)
Grade 3	1.8 (1)	1.8 (1)	12.3 (7)	45.6 (26)	38.6 (22)
Grade 4	2.1 (1)	2.1 (1)	22.9 (11)	39.6 (19)	33.3 (16)
Grade 5	0.0 (0)	4.4 (2)	15.6 (7)	40.0 (18)	40.0 (18)
34. My teacher helps me with my work.	2.0% (3)	3.3% (5)	18.4% (28)	41.5% (63)	34.9% (53)
Male Students	2.4 (2)	6.0 (5)	17.9 (15)	45.2 (38)	28.6 (24)
Female Students	1.5 (1)	0.0 (0)	19.1 (13)	36.8 (25)	42.7 (29)
Students with Male Teachers	0.0 (0)	4.4 (1)	13.0 (3)	43.5 (10)	39.1 (9)
Students with Female Teachers	2.3 (3)	3.1 (4)	19.4 (25)	41.1 (53)	34.1 (44)
Grade 3	1.7 (1)	6.9 (4)	22.4 (13)	43.1 (25)	25.9 (15)
Grade 4	2.0 (1)	2.0 (1)	20.4 (10)	36.7 (18)	38.8 (19)
Grade 5	2.2 (1)	0.0 (0)	11.1 (5)	44.4 (20)	42.2 (19)
35. My teacher is willing to explain things again.	4.0% (6)	9.3% (14)	30.7% (46)	37.3% (56)	18.7% (28)
Male Students	4.8 (4)	13.3 (11)	25.3 (21)	42.2 (35)	14.5 (12)
Female Students	3.0 (2)	4.5 (3)	37.3 (25)	31.4 (21)	23.9 (16)
Students with Male Teachers	0.0 (0)	4.4 (1)	17.4 (4)	56.5 (13)	21.7 (5)
Students with Female Teachers	4.7 (6)	10.2 (13)	33.1 (42)	33.9 (43)	18.1 (23)
Grade 3	5.3 (3)	14.0 (8)	45.6 (26)	29.8 (17)	5.3 (3)
Grade 4	6.1 (3)	8.2 (4)	22.5 (11)	44.9 (22)	18.4 (9)
Grade 5	0.0 (0)	4.6 (2)	20.5 (9)	38.6 (17)	36.4 (16)
36. My teacher likes to help me learn.	0.0% (0)	4.6% (7)	11.8% (18)	49.3% (75)	34.2% (52)
Male Students	0.0 (0)	8.3 (7)	9.5 (8)	52.4 (44)	29.8 (25)
Female Students	0.0 (0)	0.0 (0)	14.7 (10)	45.6 (31)	39.7 (27)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	43.5 (10)	56.5 (13)
Students with Female Teachers	0.0 (0)	5.4 (7)	14.0 (18)	50.4 (65)	30.2 (39)
Grade 3	0.0 (0)	5.2 (3)	20.7 (12)	44.8 (26)	29.3 (17)
Grade 4	0.0 (0)	6.1 (3)	6.1 (3)	49.0 (24)	38.8 (19)
Grade 5	0.0 (0)	2.2 (1)	6.7 (3)	55.6 (25)	35.6 (16)
37. My teacher wants me to do my best in schoolwork.	0.7% (1)	0.0% (0)	7.3% (11)	24.7% (37)	67.3% (101)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Male Students	1.2 (1)	0.0 (0)	7.1 (6)	22.6 (19)	69.1 (58)
Female Students	0.0 (0)	0.0 (0)	7.6 (5)	27.3 (18)	65.2 (43)
Students with Male Teachers	0.0 (0)	0.0 (0)	8.7 (2)	21.7 (5)	69.6 (16)
Students with Female Teachers	0.8 (1)	0.0 (0)	7.1 (9)	25.2 (32)	66.9 (85)
Grade 3	0.0 (0)	0.0 (0)	12.3 (7)	31.6 (18)	56.1 (32)
Grade 4	2.1 (1)	0.0 (0)	4.2 (2)	22.9 (11)	70.8 (34)
Grade 5	0.0 (0)	0.0 (0)	4.4 (2)	17.8 (8)	77.8 (35)
38. My teacher listens to my opinions and ideas.	2.0% (3)	2.0% (3)	21.9% (33)	48.3% (73)	25.8% (39)
Male Students	3.6 (3)	1.2 (1)	25.0 (21)	45.2 (38)	25.0 (21)
Female Students	0.0 (0)	3.0 (2)	17.9 (12)	52.2 (35)	26.9 (18)
Students with Male Teachers	0.0 (0)	0.0 (0)	13.0 (3)	47.8 (11)	39.1 (9)
Students with Female Teachers	2.3 (3)	2.3 (3)	23.4 (30)	48.4 (62)	23.4 (30)
Grade 3	1.8 (1)	5.3 (3)	26.3 (15)	47.4 (27)	19.3 (11)
Grade 4	2.0 (1)	0.0 (0)	20.4 (10)	49.0 (24)	28.6 (14)
Grade 5	2.2 (1)	0.0 (0)	17.8 (8)	48.9 (22)	31.1 (14)
39. My teacher allows me to make my own decisions.	3.3% (5)	10.7% (16)	36.0% (54)	36.0% (54)	14.0% (21)
Male Students	6.0 (5)	10.7 (9)	36.9 (31)	33.3 (28)	13.1 (11)
Female Students	0.0 (0)	10.6 (7)	34.9 (23)	39.4 (26)	15.2 (10)
Students with Male Teachers	0.0 (0)	0.0 (0)	26.1 (6)	47.8 (11)	26.1 (6)
Students with Female Teachers	3.9 (5)	12.6 (16)	37.8 (48)	33.9 (43)	11.8 (15)
Grade 3	1.7 (1)	12.1 (7)	37.9 (22)	32.8 (19)	15.5 (9)
Grade 4	6.3 (3)	8.3 (4)	41.7 (20)	33.3 (16)	10.4 (5)
Grade 5	2.3 (1)	11.4 (5)	27.3 (12)	43.2 (19)	15.9 (7)
40. My teacher encourages me to work in my own way.	2.7% (4)	6.6% (10)	33.8% (51)	37.8% (57)	19.2% (29)
Male Students	3.6 (3)	3.6 (3)	38.1 (32)	38.1 (32)	16.7 (14)
Female Students	1.5 (1)	10.5 (7)	28.4 (19)	37.3 (25)	22.4 (15)
Students with Male Teachers	0.0 (0)	0.0 (0)	27.3 (6)	45.5 (10)	27.3 (6)
Students with Female Teachers	3.1 (4)	7.8 (10)	34.9 (45)	36.4 (47)	17.8 (23)
Grade 3	5.2 (3)	8.6 (5)	27.6 (16)	39.7 (23)	19.0 (11)
Grade 4	2.0 (1)	10.2 (5)	36.7 (18)	34.7 (17)	16.3 (8)
Grade 5	0.0 (0)	0.0 (0)	38.6 (17)	38.6 (17)	22.7 (10)
41. My teacher cares about how much I learn.	0.7% (1)	0.7% (1)	11.3% (17)	39.3% (59)	48.0% (72)
Male Students	1.2 (1)	1.2 (1)	11.0 (9)	45.1 (37)	41.5 (34)
Female Students	0.0 (0)	0.0 (0)	11.8 (8)	32.4 (22)	55.9 (38)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students with Male Teachers	0.0 (0)	0.0 (0)	8.7 (2)	43.5 (10)	47.8 (11)
Students with Female Teachers	0.8 (1)	0.8 (1)	11.8 (15)	38.6 (49)	48.0 (61)
Grade 3	0.0 (0)	0.0 (0)	17.5 (10)	42.1 (24)	40.4 (23)
Grade 4	2.1 (1)	2.1 (1)	6.3 (3)	39.6 (19)	50.0 (24)
Grade 5	0.0 (0)	0.0 (0)	8.9 (4)	35.6 (16)	55.6 (25)
42. Students in my classroom can depend on my teacher for help.	0.0% (0)	4.0% (6)	15.9% (24)	45.7% (69)	34.4% (52)
Male Students	0.0 (0)	2.4 (2)	16.7 (14)	44.1 (37)	36.9 (31)
Female Students	0.0 (0)	6.0 (4)	14.9 (10)	47.8 (32)	31.3 (21)
Students with Male Teachers	0.0 (0)	0.0 (0)	17.4 (4)	34.8 (8)	47.8 (11)
Students with Female Teachers	0.0 (0)	4.7 (6)	15.6 (20)	47.7 (61)	32.0 (41)
Grade 3	0.0 (0)	5.2 (3)	19.0 (11)	50.0 (29)	25.9 (15)
Grade 4	0.0 (0)	4.1 (2)	12.2 (6)	46.9 (23)	36.7 (18)
Grade 5	0.0 (0)	2.3 (1)	15.9 (7)	38.6 (17)	43.2 (19)
43. My teacher pushes me to be the best I can be.	2.6% (4)	4.0% (6)	13.2% (20)	34.2% (52)	46.1% (70)
Male Students	4.8 (4)	2.4 (2)	13.1 (11)	36.9 (31)	42.9 (36)
Female Students	0.0 (0)	5.9 (4)	13.2 (9)	30.9 (21)	50.0 (34)
Students with Male Teachers	0.0 (0)	4.4 (1)	4.4 (1)	39.1 (9)	52.2 (12)
Students with Female Teachers	3.1 (4)	3.9 (5)	14.7 (19)	33.3 (43)	45.0 (58)
Grade 3	3.5 (2)	5.2 (3)	13.8 (8)	36.2 (21)	41.4 (24)
Grade 4	4.1 (2)	2.0 (1)	10.2 (5)	34.7 (17)	49.0 (24)
Grade 5	0.0 (0)	4.4 (2)	15.6 (7)	31.1 (14)	48.9 (22)

	Never	Sometimes	Usually
44. How often do you feel bored in your classroom?	9.6% (14)	66.4% (97)	24.0% (35)
Male Students	7.5 (6)	57.5 (46)	35.0 (28)
Female Students	12.1 (8)	77.3 (51)	10.6 (7)
Students with Male Teachers	9.1 (2)	86.4 (19)	4.6 (1)
Students with Female Teachers	9.7 (12)	62.9 (78)	27.4 (34)
Grade 3	14.6 (8)	61.8 (34)	23.6 (13)
Grade 4	8.5 (4)	74.5 (35)	17.0 (8)
Grade 5	4.6 (2)	63.6 (28)	31.8 (14)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
45. My teacher is fair to me.	0.0% (0)	2.2% (1)	24.4% (11)	40.0% (18)	33.3% (15)
Male Students	0.0 (0)	0.0 (0)	36.0 (9)	40.0 (10)	24.0 (6)
Female Students	0.0 (0)	5.0 (1)	10.0 (2)	40.0 (8)	45.0 (9)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students with Male Teachers	0.0 (0)	0.0 (0)	11.1 (1)	55.6 (5)	33.3 (3)
Students with Female Teachers	0.0 (0)	2.8 (1)	27.8 (10)	36.1 (13)	33.3 (12)
46. My teacher is friendly.	2.2% (1)	8.9% (4)	2.2% (1)	37.8% (17)	48.9% (22)
Male Students	0.0 (0)	12.0 (3)	4.0 (1)	52.0 (13)	32.0 (8)
Female Students	5.0 (1)	5.0 (1)	0.0 (0)	20.0 (4)	70.0 (14)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	22.2 (2)	77.8 (7)
Students with Female Teachers	2.8 (1)	11.1 (4)	2.8 (1)	41.7 (15)	41.7 (15)
47. My teacher is patient.	0.0% (0)	2.2% (1)	28.9% (13)	53.3% (24)	15.6% (7)
Male Students	0.0 (0)	0.0 (0)	28.0 (7)	68.0 (17)	4.0 (1)
Female Students	0.0 (0)	5.0 (1)	30.0 (6)	35.0 (7)	30.0 (6)
Students with Male Teachers	0.0 (0)	0.0 (0)	11.1 (1)	77.8 (7)	11.1 (1)
Students with Female Teachers	0.0 (0)	2.8 (1)	33.3 (12)	47.2 (17)	16.7 (6)
48. My teacher is a good leader.	2.2% (1)	2.2% (1)	4.4% (2)	42.2% (19)	48.9% (22)
Male Students	0.0 (0)	0.0 (0)	8.0 (2)	68.0 (17)	24.0 (6)
Female Students	5.0 (1)	5.0 (1)	0.0 (0)	10.0 (2)	80.0 (16)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	66.7 (6)	33.3 (3)
Students with Female Teachers	2.8 (1)	2.8 (1)	5.6 (2)	36.1 (13)	52.8 (19)
49. My teacher trusts me.	0.0% (0)	4.4% (2)	26.7% (12)	42.2% (19)	26.7% (12)
Male Students	0.0 (0)	8.0 (2)	32.0 (8)	40.0 (10)	20.0 (5)
Female Students	0.0 (0)	0.0 (0)	20.0 (4)	45.0 (9)	35.0 (7)
Students with Male Teachers	0.0 (0)	0.0 (0)	11.1 (1)	44.4 (4)	44.4 (4)
Students with Female Teachers	0.0 (0)	5.6 (2)	30.6 (11)	41.7 (15)	22.2 (8)
50. My teacher wants all students to feel respected.	0.0% (0)	0.0% (0)	4.6% (2)	47.7% (21)	47.7% (21)
Male Students	0.0 (0)	0.0 (0)	4.2 (1)	62.5 (15)	33.3 (8)
Female Students	0.0 (0)	0.0 (0)	5.0 (1)	30.0 (6)	65.0 (13)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	77.8 (7)	22.2 (2)
Students with Female Teachers	0.0 (0)	0.0 (0)	5.7 (2)	40.0 (14)	54.3 (19)
51. If I have something to say, my teacher will listen.	0.0% (0)	2.2% (1)	13.3% (6)	46.7% (21)	37.8% (17)
Male Students	0.0 (0)	0.0 (0)	16.0 (4)	52.0 (13)	32.0 (8)
Female Students	0.0 (0)	5.0 (1)	10.0 (2)	40.0 (8)	45.0 (9)
Students with Male Teachers	0.0 (0)	0.0 (0)	11.1 (1)	44.4 (4)	44.4 (4)
Students with Female Teachers	0.0 (0)	2.8 (1)	13.9 (5)	47.2 (17)	36.1 (13)
52. My teacher answers my questions patiently.	0.0% (0)	4.4% (2)	20.0% (9)	40.0% (18)	35.6% (16)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Male Students	0.0 (0)	8.0 (2)	24.0 (6)	44.0 (11)	24.0 (6)
Female Students	0.0 (0)	0.0 (0)	15.0 (3)	35.0 (7)	50.0 (10)
Students with Male Teachers	0.0 (0)	0.0 (0)	22.2 (2)	33.3 (3)	44.4 (4)
Students with Female Teachers	0.0 (0)	5.6 (2)	19.4 (7)	41.7 (15)	33.3 (12)
53. My teacher is honest with me.	0.0% (0)	2.2% (1)	13.3% (6)	51.1% (23)	33.3% (15)
Male Students	0.0 (0)	0.0 (0)	16.0 (4)	56.0 (14)	28.0 (7)
Female Students	0.0 (0)	5.0 (1)	10.0 (2)	45.0 (9)	40.0 (8)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	55.6 (5)	44.4 (4)
Students with Female Teachers	0.0 (0)	2.8 (1)	16.7 (6)	50.0 (18)	30.6 (11)
54. My teacher helps me when I want to understand something more.	0.0% (0)	4.4% (2)	6.7% (3)	55.6% (25)	33.3% (15)
Male Students	0.0 (0)	0.0 (0)	8.0 (2)	80.0 (20)	12.0 (3)
Female Students	0.0 (0)	10.0 (2)	5.0 (1)	25.0 (5)	60.0 (12)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	77.8 (7)	22.2 (2)
Students with Female Teachers	0.0 (0)	5.6 (2)	8.3 (3)	50.0 (18)	36.1 (13)
55. My teacher gives good advice.	0.0% (0)	4.4% (2)	15.6% (7)	37.8% (17)	42.2% (19)
Male Students	0.0 (0)	0.0 (0)	28.0 (7)	52.0 (13)	20.0 (5)
Female Students	0.0 (0)	10.0 (2)	0.0 (0)	20.0 (4)	70.0 (14)
Students with Male Teachers	0.0 (0)	0.0 (0)	11.1 (1)	55.6 (5)	33.3 (3)
Students with Female Teachers	0.0 (0)	5.6 (2)	16.7 (6)	33.3 (12)	44.4 (16)
56. My teacher explains things when I don't understand.	0.0% (0)	2.3% (1)	6.8% (3)	56.8% (25)	34.1% (15)
Male Students	0.0 (0)	0.0 (0)	8.0 (2)	76.0 (19)	16.0 (4)
Female Students	0.0 (0)	5.3 (1)	5.3 (1)	31.6 (6)	57.9 (11)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	66.7 (6)	33.3 (3)
Students with Female Teachers	0.0 (0)	2.9 (1)	8.6 (3)	54.3 (19)	34.3 (12)
57. My teacher likes to see my work.	0.0% (0)	0.0% (0)	11.1% (5)	51.1% (23)	37.8% (17)
Male Students	0.0 (0)	0.0 (0)	8.0 (2)	68.0 (17)	24.0 (6)
Female Students	0.0 (0)	0.0 (0)	15.0 (3)	30.0 (6)	55.0 (11)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	55.6 (5)	44.4 (4)
Students with Female Teachers	0.0 (0)	0.0 (0)	13.9 (5)	50.0 (18)	36.1 (13)
58. My teacher does a terrific job.	2.2% (1)	6.7% (3)	8.9% (4)	24.4% (11)	57.8% (26)
Male Students	4.0 (1)	8.0 (2)	12.0 (3)	36.0 (9)	40.0 (10)
Female Students	0.0 (0)	5.0 (1)	5.0 (1)	10.0 (2)	80.0 (16)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	22.2 (2)	77.8 (7)
Students with Female Teachers	2.8 (1)	8.3 (3)	11.1 (4)	25.0 (9)	52.8 (19)
59. My teacher is good at teaching.	0.0% (0)	4.4% (2)	11.1% (5)	26.7% (12)	57.8% (26)
Male Students	0.0 (0)	4.0 (1)	8.0 (2)	44.0 (11)	44.0 (11)
Female Students	0.0 (0)	5.0 (1)	15.0 (3)	5.0 (1)	75.0 (15)
Students with Male Teachers	0.0 (0)	0.0 (0)	0.0 (0)	22.2 (2)	77.8 (7)
Students with Female Teachers	0.0 (0)	5.6 (2)	13.9 (5)	27.8 (10)	52.8 (19)

Table 4.2 shows the mean score for each survey item. The mean score represents the item's average score for all participants in a particular demographic on the 5-point Likert scale, with scores closer to 1.0 representing strongly disagree and scores closer to 5.0 representing strongly agree. An overall mean score is provided for each item on the survey, as well as mean scores for male and female students, students with male and female teachers, and grade level. Items 45-59 do not show grade level as these survey questions were only provided to students in grade 5. Items are grouped according to the original scale from which they were borrowed and table 4.2 also provides a grand mean for all items from each particular scale. Items marked with * represent a significant difference in mean scores between the demographics.

According to table 4.2, students with male teachers scored item 16, "My teacher treats me with as much respect as other students," higher than their peers with female teachers (4.6 and 3.9, respectively). Also according to table 4.2, female students see their teacher as providing good advice more strongly than male students, with a mean score of 4.5 for female students compared to 3.9 for male students on item 55, "My teacher gives good advice." Interestingly, the data from several items from the Questionnaire on Teacher Interaction (Wubbels & Brekelmans, 2005) suggested that students have a more favourable sense of interaction with their teachers as they move from grade 3 to grade 5. Item 20, "My teacher keeps my attention," had a mean score of 3.3 for grade 3 students, 3.4 for grade 4 students and 3.7 for grade 5 students. Furthermore, item 34, "My teacher helps me with my work," had a mean score of 3.8 for grade 3 students, 4.1 for grade 4 students and 4.2 for grade 5 students. Finally, item 35, "My teacher is willing to explain things again," had a mean score of 3.2 for grade 3 students, 3.6 for grade 4 students and 4.1 for grade 5 students. Table 4.2 also shows that scores on the Student Trust in Teachers Scale

(Adams & Forsyth, 2009) increased as students became older, with a grand mean on the six items borrowed from the scale of 3.9 for grade 3 students, 4.0 for grade 4 students and 4.2 for grade 5 students.

Table 4.2 - Survey Item Mean by Scale

Engagement vs. Disaffection with Learning: Student Report

<u>Item</u>	<u>Mean</u>
6. My class is fun.	3.8
Male Students	3.8
Female Students	3.9
Students with Male Teachers	4.4*
Students with Female Teachers	3.7*
Grade 3	3.8
Grade 4	3.8
Grade 5	3.9
7. When I'm in class, I feel good.	3.6
Male Students	3.5
Female Students	3.6
Students with Male Teachers	4.0
Students with Female Teachers	3.5
Grade 3	3.5
Grade 4	3.5
Grade 5	3.7
33. My teacher is good at explaining things so I can understand them.	4.1
Male Students	4.1
Female Students	4.2
Students with Male Teachers	4.4
Students with Female Teachers	4.1
Grade 3	4.2
Grade 4	4.0
Grade 5	4.2

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
<u>Grand Mean</u> for Engagement vs. Disaffection with Learning: Student Report	

Overall Scale Mean	3.8
Male Students	3.8
Female Students	3.9
Students with Male Teachers	4.3
Students with Female Teachers	3.8
Grade 3	3.8
Grade 4	3.8
Grade 5	3.9

Perceived School Experiences Scale

22. I have a caring relationship with my teacher.	3.5
Male Students	3.3
Female Students	3.8
Students with Male Teachers	3.8
Students with Female Teachers	3.5
Grade 3	3.5
Grade 4	3.5
Grade 5	3.6

Student Engagement Instrument

10. I enjoy talking to my teacher.	3.9
Male Students	3.8
Female Students	4.0
Students with Male Teachers	4.2
Students with Female Teachers	3.8
Grade 3	3.9
Grade 4	3.8
Grade 5	4.0
21. My teacher is interested in getting to know who I am.	3.7
Male Students	3.6
Female Students	3.8
Students with Male Teachers	4.0
Students with Female Teachers	3.6
Grade 3	3.7
Grade 4	3.5
Grade 5	3.8

<u>Item</u>	<u>Mean</u>
31. My teacher is there for me when I need him/her.	3.8
Male Students	3.7
Female Students	3.9
Students with Male Teachers	4.0
Students with Female Teachers	3.7
Grade 3	3.6
Grade 4	3.9
Grade 5	3.8

Grand Mean for Student Engagement Instrument

Overall Scale Mean	3.8
Male Students	3.7
Female Students	3.9
Students with Male Teachers	4.1
Students with Female Teachers	3.7
Grade 3	3.8
Grade 4	3.8
Grade 5	3.8

Identification with School Questionnaire

5. School is one of my favourite places to be.	3.3
Male Students	3.1
Female Students	3.6
Students with Male Teachers	3.5
Students with Female Teachers	3.3
Grade 3	3.6
Grade 4	3.3
Grade 5	3.2
15. My teacher respects me.	4.2
Male Students	4.1
Female Students	4.3
Students with Male Teachers	4.6
Students with Female Teachers	4.1
Grade 3	4.0
Grade 4	4.3
Grade 5	4.3

<u>Item</u>	<u>Mean</u>
<u>Grand Mean</u> for Identification with School Questionnaire	
Overall Scale Mean	3.8
Male Students	3.6
Female Students	3.9
Students with Male Teachers	4.1
Students with Female Teachers	3.7
Grade 3	3.8
Grade 4	3.8
Grade 5	3.8

Student Engagement and Motivation Questionnaire

38. My teacher listens to my opinions and ideas.	3.9
Male Students	3.9
Female Students	4.0
Students with Male Teachers	4.3
Students with Female Teachers	3.9
Grade 3	3.8
Grade 4	4.0
Grade 5	4.1
39. My teacher allows me to make my own decisions.	3.5
Male Students	3.4
Female Students	3.6
Students with Male Teachers	4.0*
Students with Female Teachers	3.4*
Grade 3	3.5
Grade 4	3.3
Grade 5	3.6
40. My teacher encourages me to work in my own way.	3.6
Male Students	3.6
Female Students	3.7
Students with Male Teachers	4.0
Students with Female Teachers	3.6
Grade 3	3.6
Grade 4	3.5
Grade 5	3.8

* represents difference among mean score of data set > 0.6

Item	Mean
Grand Mean for Student Engagement and Motivation Questionnaire	
Overall Scale Mean	3.7
Male Students	3.6
Female Students	3.8
Students with Male Teachers	4.1
Students with Female Teachers	3.6
Grade 3	3.6
Grade 4	3.6
Grade 5	3.8
Psychological Sense of School Membership Scale	
12. I am included in lots of activities at my school.	4.0
Male Students	3.9
Female Students	4.0
Students with Male Teachers	4.1
Students with Female Teachers	3.9
Grade 3	3.9
Grade 4	4.0
Grade 5	3.9
16. My teacher treats me with as much respect as other students.	4.0
Male Students	3.8
Female Students	4.1
Students with Male Teachers	4.6*
Students with Female Teachers	3.9*
Grade 3	3.8
Grade 4	4.0
Grade 5	4.0
23. My teacher is interested in me.	3.4
Male Students	3.2
Female Students	3.6
Students with Male Teachers	3.9
Students with Female Teachers	3.3
Grade 3	3.4
Grade 4	3.3
Grade 5	3.5

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
<u>Grand Mean</u> for Psychological Sense of School Membership Scale	
Overall Scale Mean	3.8
Male Students	3.7
Female Students	3.9
Students with Male Teachers	4.2
Students with Female Teachers	3.7
Grade 3	3.7
Grade 4	3.8
Grade 5	3.8

4-H Study of Positive Youth Development

44. How often do you feel bored in your classroom?	2.1
Male Students	2.3
Female Students	2.0
Students with Male Teachers	2.0
Students with Female Teachers	2.2
Grade 3	2.1
Grade 4	2.1
Grade 5	2.3

Child and Adolescent Social Support Scale

13. My teacher understands me.	3.9
Male Students	3.8
Female Students	4.0
Students with Male Teachers	4.4*
Students with Female Teachers	3.8*
Grade 3	3.7
Grade 4	3.9
Grade 5	3.9
27. My teacher cares about me.	4.1
Male Students	4.0
Female Students	4.2
Students with Male Teachers	4.2
Students with Female Teachers	4.1

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
Grade 3	4.0
Grade 4	4.0
Grade 5	4.2
45. My teacher is fair to me.	4.0
Male Students	3.9
Female Students	4.3
Students with Male Teachers	4.2
Students with Female Teachers	4.0
Grade 3	na
Grade 4	na
Grade 5	4.0
54. My teacher helps me when I want to understand something more.	4.2
Male Students	4.0
Female Students	4.4
Students with Male Teachers	4.2
Students with Female Teachers	4.2
Grade 3	na
Grade 4	na
Grade 5	4.2
55. My teacher gives good advice.	4.2
Male Students	3.9*
Female Students	4.5*
Students with Male Teachers	4.2
Students with Female Teachers	4.2
Grade 3	na
Grade 4	na
Grade 5	4.2
56. My teacher explains things when I don't understand.	4.2
Male Students	4.1
Female Students	4.4
Students with Male Teachers	4.3
Students with Female Teachers	4.2
Grade 3	na
Grade 4	na
Grade 5	4.2

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
<u>Grand Mean</u> for Child and Adolescent Social Support Scale	
Overall Scale Mean	4.1
Male Students	3.9
Female Students	4.3
Students with Male Teachers	4.3
Students with Female Teachers	4.1
Grade 3	3.9
Grade 4	4.0
Grade 5	4.1

Questionnaire on Teacher Interaction

8. My teacher understands my jokes.	3.1
Male Students	3.0
Female Students	3.1
Students with Male Teachers	3.5
Students with Female Teachers	3.0
Grade 3	2.9
Grade 4	3.1
Grade 5	3.2
9. My teacher tells us jokes to change the mood of the class.	3.0
Male Students	2.8
Female Students	3.3
Students with Male Teachers	4.1*
Students with Female Teachers	2.8*
Grade 3	2.7
Grade 4	3.3
Grade 5	3.1
11. My teacher's class is pleasant.	3.6
Male Students	3.5
Female Students	3.7
Students with Male Teachers	4.0
Students with Female Teachers	3.5
Grade 3	3.6
Grade 4	3.6
Grade 5	3.6

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
14. My teacher is someone I can trust.	4.3
Male Students	4.3
Female Students	4.2
Students with Male Teachers	4.6
Students with Female Teachers	4.2
Grade 3	4.2
Grade 4	4.3
Grade 5	4.2
20. My teacher keeps my attention.	3.5
Male Students	3.5
Female Students	3.5
Students with Male Teachers	3.9
Students with Female Teachers	3.4
Grade 3	3.3
Grade 4	3.4
Grade 5	3.7
34. My teacher helps me with my work.	4.0
Male Students	3.9
Female Students	4.2
Students with Male Teachers	4.2
Students with Female Teachers	4.0
Grade 3	3.8
Grade 4	4.1
Grade 5	4.2
35. My teacher is willing to explain things again.	3.6
Male Students	3.5
Female Students	3.7
Students with Male Teachers	4.0
Students with Female Teachers	3.5
Grade 3	3.2*
Grade 4	3.6*
Grade 5	4.1*
46. My teacher is friendly.	4.2
Male Students	4.0
Female Students	4.5

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
Students with Male Teachers	4.8*
Students with Female Teachers	4.1*
Grade 3	na
Grade 4	na
Grade 5	4.2
47. My teacher is patient.	3.8
Male Students	3.8
Female Students	3.9
Students with Male Teachers	4.0
Students with Female Teachers	3.8
Grade 3	na
Grade 4	na
Grade 5	3.8
48. My teacher is a good leader.	4.3
Male Students	4.2
Female Students	4.6
Students with Male Teachers	4.3
Students with Female Teachers	4.3
Grade 3	na
Grade 4	na
Grade 5	4.3
49. My teacher trusts me.	3.9
Male Students	3.7
Female Students	4.2
Students with Male Teachers	4.3
Students with Female Teachers	3.8
Grade 3	na
Grade 4	na
Grade 5	3.9
51. If I have something to say, my teacher will listen.	4.2
Male Students	4.2
Female Students	4.3
Students with Male Teachers	4.3
Students with Female Teachers	4.2

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
Grade 3	na
Grade 4	na
Grade 5	4.2
52. My teacher answers my questions patiently.	4.1
Male Students	3.8*
Female Students	4.4*
Students with Male Teachers	4.2
Students with Female Teachers	4.0
Grade 3	na
Grade 4	na
Grade 5	4.1
<u>Grand Mean</u> for Questionnaire on Teacher Interaction	
Overall Scale Mean	3.8
Male Students	3.7
Female Students	3.9
Students with Male Teachers	4.2
Students with Female Teachers	3.7
Grade 3	3.4
Grade 4	3.6
Grade 5	3.9

Student Trust in Teachers Scale

17. My teacher is easy to talk to.	3.8
Male Students	3.8
Female Students	3.9
Students with Male Teachers	4.4*
Students with Female Teachers	3.7*
Grade 3	3.8
Grade 4	3.8
Grade 5	3.9
18. My teacher really listens to students.	4.0
Male Students	3.9
Female Students	4.0
Students with Male Teachers	4.3
Students with Female Teachers	3.9

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
Grade 3	3.9
Grade 4	3.9
Grade 5	4.2
42. Students in my classroom can depend on my teacher for help.	4.1
Male Students	4.2
Female Students	4.0
Students with Male Teachers	4.3
Students with Female Teachers	4.1
Grade 3	4.0
Grade 4	4.2
Grade 5	4.2
53. My teacher is honest with me.	4.2
Male Students	4.1
Female Students	4.2
Students with Male Teachers	4.4
Students with Female Teachers	4.1
Grade 3	na
Grade 4	na
Grade 5	4.2
58. My teacher does a terrific job.	4.3
Male Students	4.0*
Female Students	4.7*
Students with Male Teachers	4.8*
Students with Female Teachers	4.2*
Grade 3	na
Grade 4	na
Grade 5	4.3
59. My teacher is good at teaching.	4.4
Male Students	4.3
Female Students	4.5
Students with Male Teachers	4.8
Students with Female Teachers	4.3
Grade 3	na
Grade 4	na
Grade 5	4.4

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
<u>Grand Mean</u> for Student Trust in Teachers Scale	
Overall Scale Mean	4.1
Male Students	4.0
Female Students	4.2
Students with Male Teachers	4.5
Students with Female Teachers	4.0
Grade 3	3.9
Grade 4	4.0
Grade 5	4.2

Profiles of Student Life – Attitudes and Behaviors Survey

19. I get a lot of encouragement from my teacher.	3.9
Male Students	3.8
Female Students	4.1
Students with Male Teachers	4.3
Students with Female Teachers	3.9
Grade 3	3.8
Grade 4	3.8
Grade 5	4.2
43. My teacher pushes me to be the best I can be.	4.2
Male Students	4.1
Female Students	4.3
Students with Male Teachers	4.4
Students with Female Teachers	4.1
Grade 3	4.1
Grade 4	4.2
Grade 5	4.2

Grand Mean for Profiles of Student Life – Attitudes and Behaviors Survey

Overall Scale Mean	4.1
Male Students	4.0
Female Students	4.2
Students with Male Teachers	4.3
Students with Female Teachers	4.0
Grade 3	4.0
Grade 4	4.0
Grade 5	4.2

Classroom Life Measure

<u>Item</u>	<u>Mean</u>
24. My teacher likes me as much as he/she likes other students.	3.8
Male Students	3.6
Female Students	4.1
Students with Male Teachers	4.3*
Students with Female Teachers	3.7*
Grade 3	3.8
Grade 4	3.9
Grade 5	3.8
25. My teacher cares about my feelings.	3.9
Male Students	3.7
Female Students	4.0
Students with Male Teachers	4.1
Students with Female Teachers	3.8
Grade 3	3.8
Grade 4	3.8
Grade 5	4.0
26. My teacher thinks it is important to be my friend.	3.7
Male Students	3.6
Female Students	3.7
Students with Male Teachers	4.0
Students with Female Teachers	3.6
Grade 3	3.6
Grade 4	3.6
Grade 5	3.8
28. My teacher respects my opinion.	3.8
Male Students	3.7
Female Students	3.9
Students with Male Teachers	4.1
Students with Female Teachers	3.7
Grade 3	3.6
Grade 4	3.9
Grade 5	3.9
29. My teacher tries to help me when I am sad or upset.	4.0

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
Male Students	3.8
Female Students	4.2
Students with Male Teachers	4.1
Students with Female Teachers	4.0
Grade 3	3.9
Grade 4	4.1
Grade 5	4.0
30. I can count on my teacher for help when I need it.	4.1
Male Students	4.1
Female Students	4.2
Students with Male Teachers	4.6*
Students with Female Teachers	4.0*
Grade 3	4.0
Grade 4	4.2
Grade 5	4.3
32. My teacher is always ready to help.	4.0
Male Students	3.8
Female Students	4.1
Students with Male Teachers	4.4
Students with Female Teachers	3.9
Grade 3	3.7
Grade 4	4.0
Grade 5	4.2
36. My teacher likes to help me learn.	4.1
Male Students	4.0
Female Students	4.3
Students with Male Teachers	4.4
Students with Female Teachers	4.1
Grade 3	4.0
Grade 4	4.2
Grade 5	4.2
37. My teacher wants me to do my best in schoolwork.	4.6
Male Students	4.6
Female Students	4.6
Students with Male Teachers	4.6
Students with Female Teachers	4.6

* represents difference among mean score of data set > 0.6

<u>Item</u>	<u>Mean</u>
Grade 3	4.4
Grade 4	4.6
Grade 5	4.7
41. My teacher cares about how much I learn.	4.3
Male Students	4.2
Female Students	4.4
Students with Male Teachers	4.4
Students with Female Teachers	4.3
Grade 3	4.2
Grade 4	4.3
Grade 5	4.5
57. My teacher likes to see my work.	4.3
Male Students	4.2
Female Students	4.4
Students with Male Teachers	4.4
Students with Female Teachers	4.2
Grade 3	na
Grade 4	na
Grade 5	4.3
<u>Grand Mean</u> for Classroom Life Measure	
Overall Scale Mean	4.0
Male Students	4.0
Female Students	4.2
Students with Male Teachers	4.3
Students with Female Teachers	4.0
Grade 3	3.9
Grade 4	4.1
Grade 5	4.2
Classroom Environment Scale	
50. My teacher wants all students to feel respected.	4.4
Male Students	4.3
Female Students	4.6
Students with Male Teachers	4.2
Students with Female Teachers	4.5
Grade 3	na
Grade 4	na
Grade 5	4.4

Table 4.3 shows the results of the chi-square tests for each survey item. Chi-square is used to test whether there is any difference between an observed and expected value. For table 4.3, chi-square test results are shown for the categories of male and female students, students with male and female teachers, and grade level. Items 45-59 do not show grade level as these survey questions were only provided to students in grade 5.

For each chi-square test, a significance value $\alpha = 0.05$ was used when determining the critical value as this value is common among research using chi-square tests. Using an alpha value of 0.05 allowed the researcher to ensure more detection of differences with the chi-square tests while an alpha value of 0.01 would have made it more difficult to identify differences within the data sets. Survey items comparing the categories of male and female students as well as students with male and female teachers each had a critical value of 3.8. Items that scored above the critical value of 3.8 are marked with * and represent a rejection of the null hypothesis, thereby suggesting a difference exists between the variables in each category. For the same categories of male and female students as well as students with male and female teachers, survey item 44 had a critical value of 6.0.

Each survey item comparing the category of grade level had a critical value of 6.0 except item 44, which had a critical value of 9.5. Items that scored above the critical values are marked with * and represent a rejection of the null hypothesis, thereby suggesting there is a difference in survey responses based on student grade levels.

According to table 4.3, there is a significant difference between male and female students for item 5, "School is one of my favourite places to be," item 13, "My teacher understands me," and item 36, "My teacher likes to help me learn." These results suggest that male and female students experience enjoyment and engagement in the classroom differently. Moreover, statistical significances exist with items relating to students' caring relationships with teachers. In particular, items 22, 23 and 27 all had chi-square test results above the critical value, suggesting male and female students perceive their relationships with teachers differently. Lastly, item 44, "How often do you feel bored in your classroom?" scored above the critical value, suggesting male and female students perceive their boredom in the classroom differently.

According to table 4.3, there is a significant difference between students with male teachers and students with female teachers when it comes to teachers using humour in the classroom (items 8 and 9) and allowing students to have some autonomy in the classroom (item

39) as these items each scored above the critical value. Therefore, the researcher must reject the null hypothesis that there is no significant difference and accept the alternate hypothesis that there is a significant difference between students with male and female teachers in the areas of humour and autonomy.

Finally, several items in the category of grade level scored above the critical value, including items 9, 35 and 40, suggesting there is a significant difference in how these survey items were scored based on participants' grade level.

Table 4.3 – Survey Chi-Square Results

Item	Male/Female Students	Students w Male/Female Teachers
5. School is one of my favourite places to be.	6.3*	0.7
6. My class is fun.	1.0	1.9
7. When I'm in class, I feel good.	0.2	3.1
8. My teacher understands my jokes.	0.1	5.7*
9. My teacher tells us jokes to change the mood of the class.	3.1	10.6*
10. I enjoy talking to my teacher.	0.0	0.0
11. My teacher's class is pleasant.	0.7	2.6
12. I am included in lots of activities at my school.	0.0	0.5
13. My teacher understands me.	6.0	1.6
14. My teacher is someone I can trust.	0.0	1.7
15. My teacher respects me.	0.6	1.3
16. My teacher treats me with as much respect as other students.	2.4	3.7
17. My teacher is easy to talk to.	1.6	3.0
18. My teacher really listens to students.	0.1	1.7
19. I get a lot of encouragement from my teacher.	7.7*	0.3
20. My teacher keeps my attention.	0.7	1.9
21. My teacher is interested in getting to know who I am.	3.4	1.6
22. I have a caring relationship with my teacher.	4.6*	1.9
23. My teacher is interested in me.	5.4*	2.1
24. My teacher likes me as much as he/she likes other students.	3.6	2.1
25. My teacher cares about my feelings.	1.7	2.5
26. My teacher thinks it is important to be my friend.	1.8	2.4
27. My teacher cares about me.	4.5*	0.1
28. My teacher respects my opinion.	0.7	2.6
29. My teacher tries to help me when I am sad or upset.	0.1	0.2
30. I can count on my teacher for help when I need it.	0.3	1.8
31. My teacher is there for me when I need him/her.	1.9	2.6
32. My teacher is always ready to help.	1.2	2.2
33. My teacher is good at explaining things so I can understand them.	0.4	1.1
34. My teacher helps me with my work.	3.5	0.1
35. My teacher is willing to explain things again.	2.4	2.9
36. My teacher likes to help me learn.	5.6*	1.5

Item	Male/Female Students	Students w Male/Female Teachers
37. My teacher wants me to do my best in schoolwork.	0.8	0.2
38. My teacher listens to my opinions and ideas.	0.5	1.3
39. My teacher allows me to make my own decisions.	1.4	5.8*
40. My teacher encourages me to work in my own way.	0.6	3.1
41. My teacher cares about how much I learn.	1.7	0.4
42. Students in my classroom can depend on my teacher for help.	1.2	1.1
43. My teacher pushes me to be the best I can be.	0.1	0.3
45. My teacher is fair to me.	0.9	0.3
46. My teacher is friendly.	0.1	1.4
47. My teacher is patient.	1.3	0.3
48. My teacher is a good leader.	2.4	0.6
49. My teacher trusts me.	2.0	0.7
50. My teacher wants all students to feel respected.	0.0	0.0
51. If I have something to say, my teacher will listen.	1.2	0.3
52. My teacher answers my questions patiently.	1.9	0.5
53. My teacher is honest with me.	1.2	0.3
54. My teacher helps me when I want to understand something more.	2.6	0.6
55. My teacher gives good advice.	1.9	0.6
56. My teacher explains things when I don't understand.	1.3	0.3
57. My teacher likes to see my work.	0.0	0.0
58. My teacher does a terrific job.	0.8	1.3
59. My teacher is good at teaching.	0.0	0.6

Item	Male/Female Students	Students w Male/Female Teachers
44. How often do you feel bored in your classroom?	11.9*	5.6

Item	Students in Grade 3 – 5
5. School is one of my favourite places to be.	2.8
6. My class is fun.	0.3
7. When I'm in class, I feel good.	5.7
8. My teacher understands my jokes.	2.1
9. My teacher tells us jokes to change the mood of the class.	6.1*
10. I enjoy talking to my teacher.	0.6
11. My teacher's class is pleasant.	1.2
12. I am included in lots of activities at my school.	0.6
13. My teacher understands me.	0.2
14. My teacher is someone I can trust.	0.1
15. My teacher respects me.	0.5
16. My teacher treats me with as much respect as other students.	0.7
17. My teacher is easy to talk to.	0.3
18. My teacher really listens to students.	1.7
19. I get a lot of encouragement from my teacher.	4.6
20. My teacher keeps my attention.	5.0
21. My teacher is interested in getting to know who I am.	1.5
22. I have a caring relationship with my teacher.	1.4
23. My teacher is interested in me.	0.4

<u>Item</u>	<u>Students in Grade 3 – 5</u>
24. My teacher likes me as much as he/she likes other students.	0.1
25. My teacher cares about my feelings.	1.8
26. My teacher thinks it is important to be my friend.	0.6
27. My teacher cares about me.	2.8
28. My teacher respects my opinion.	0.5
29. My teacher tries to help me when I am sad or upset.	0.8
30. I can count on my teacher for help when I need it.	1.1
31. My teacher is there for me when I need him/her.	0.6
32. My teacher is always ready to help.	2.4
33. My teacher is good at explaining things so I can understand them.	0.1
34. My teacher helps me with my work.	2.8
35. My teacher is willing to explain things again.	9.4*
36. My teacher likes to help me learn.	1.0
37. My teacher wants me to do my best in schoolwork.	2.1
38. My teacher listens to my opinions and ideas.	2.7
39. My teacher allows me to make my own decisions.	0.3
40. My teacher encourages me to work in my own way.	6.0*
41. My teacher cares about how much I learn.	3.9
42. Students in my classroom can depend on my teacher for help.	0.6
43. My teacher pushes me to be the best I can be.	0.8

<u>Item</u>	<u>Students in Grade 3 – 5</u>
44. How often do you feel bored in your classroom?	5.4

The survey data provided insight into the influence of teachers on students' enjoyment and engagement in the classroom, from the perspective of grade 3-5 students. By analyzing the data in categories of male and female students, students with male and female teachers and grade level, the results demonstrated the influence teachers can have on students' enjoyment and engagement. Specifically, teachers may influence students' enjoyment and engagement by creating caring, respectful relationships with students as well as using humour in the classroom and allowing students to have some autonomy in their learning. While the percentage and frequency table drew attention to some significant differences in numbers in each category as well as similarities among the participants' responses in each category, the table displaying mean scores allowed the researcher to find significant differences in participants' overall scores based on the 5-point Likert scale used in the survey. The chi-square test results also shed light on some statistically significant differences among participants in the different categories, allowing the researcher to identify characteristics of enjoyment and engagement that were significantly different. Differences between male and female students were identified on survey items relating to teacher encouragement, helpfulness, respect and caring personality, while differences between

students with male and female teachers as well as students in different grade levels were identified in areas of teachers using humour in the classroom and providing autonomy for students.

Focus Group Participation

The researcher conducted four focus group discussions at three different schools in the Sun West School Division, involving a total of 29 participants from five classrooms. The five classrooms were taught by four female teachers and one male teacher. Focus Group A consisted of six male students in grade 5, with two participants having a male teacher and four participants having a female teacher. Focus Group B consisted of seven female students in grade 5, all of whom had female teachers. Focus Group C involved five boys and three girls from grade 3 with a female teacher. Focus Group D included three boys in grade 4, one girl in grade 4, three girls in grade 3 and one boy in grade 3, all from the same classroom taught by a female teacher. All focus group discussions were audio recorded and each focus group lasted approximately 20-30 minutes. Once the focus group discussions were complete, the researcher transcribed the audio recordings and reviewed the transcripts to find emerging themes based on the questions that were asked. Each comment was recognized and placed in a category that the researcher created in order to best group the comments. Following a review of each comment, the researcher identified the frequency with which certain thematic responses were made.

Enjoyment Focus Group Data

Reviewing the questions that were asked and participants' responses to gauge teachers' influence on students' enjoyment in the classroom, several themes emerged. The most common statements given by participants around enjoyment in the classroom were related to their teacher helping and giving encouragement, the students liking a specific class involving fun projects or activities that the teacher had developed and recognizing that the teacher displayed a happy disposition.

Focus group participants commonly identified teacher help and encouragement as their teacher's most impactful attribute for students' enjoyment in the classroom. When asked what their teacher did to help them enjoy school, several participants' responses were "if we have a question he'll help us" (Focus Group A, p. 1), "[the teacher] makes things easier [and] explains things different" (Focus Group A, p. 2), "she really encourages us" (Focus Group C, p. 7), "she explains things to me when I don't get them" (Focus Group C, p. 8) and "she helps us when we

need it” (Focus Group D, p. 12). When asked what their teacher was doing when students were happiest at school, participants said “she’s teaching or talking to people or helping them understand a math question or something” (Focus Group B, p. 4), “she’s helping people” (Focus Group C, p. 7), “she is at her table working with other students” (Focus Group C, p. 7) and “she’s working with some of us” (Focus Group D, p. 12).

Another theme that emerged during discussions around teacher influences on students’ enjoyment in the classroom was connected to specific subjects or activities. Several students tended to have a favourite subject and were happiest when they were able to participate in that subject. While teachers may or may not have direct influence over students’ enjoyment of certain subjects, as some students may have a favourite subject regardless of who is teaching, the comments that were made about enjoying particular subjects reflected the teachers’ ability to make subjects fun and interesting through the use of different activities. One student commented on how their teacher began the day, saying her teacher helped her enjoy school because “at the beginning of school when we are starting class she lets us watch funny videos” (Focus Group B, p. 4). Another student commented that she liked ELA class because “we get to do projects a lot” (Focus Group A, p. 2). Other students mentioned that the teacher “makes boring projects fun” and “when it’s supposed to be boring work, she makes it into a fun project” (Focus Group A, p. 2). One student talked about her love of math and how the teacher let her do math on an iPad table, thereby incorporating technology to make learning fun (Focus Group C, p. 7). Another student identified math as her favourite subject and said she felt best about her teacher when “she helps me with the questions” (Focus Group C, p. 9). Other students said that their teacher “picks fun activities for us to do” and that “most of them are learning activities” but some “are other things, like making stuff for Mother’s Day in the kitchen” (Focus Group C, p. 9).

A final main theme that emerged from the focus group discussions and centered on enjoyment involved students recognizing that their teacher was happy and, in turn, feeling happy about school themselves. When asked when they felt best about their teacher, one student said “when they’re happy” while a peer added “when they’re happy and when they’re helping us” (Focus Group A, p. 1). Another student said that “when my teacher is happy I’m happy too” (Focus Group B, p. 5). Finally, one participant said that he liked it when his teacher “acts like a kid” because it was fun (Focus Group D, p. 11).

Engagement Focus Group Data

Studying the questions that were asked and participants' responses to gauge teachers' influence on students' social-emotional engagement in the classroom, several themes emerged. The most common statements given by participants around engagement in the classroom were related to their teacher helping and giving encouragement, students having good conversations or telling stories with their teacher and the teacher incorporating a rewards system in the classroom.

The strongest indicator of teachers' influence on students' engagement in the classroom to come from the focus group data was teachers' ability to help and encourage their students. When asked what their teacher does to help students feel included in the classroom, one participant said "if he asks us all something, he will let us all explain why we think something" while another participant said that the teacher "doesn't go away until we're done talking, so like, if we're not done explaining and another person needs help he'll wait until we're done and then he'll go help another person" (Focus Group A, p. 2). Another student said that his teacher helped him feel included when she's "helping us and showing us what to do" (Focus Group C, p. 9). A similar response was provided by another boy who said he felt included when his teacher was "helping us, all of us together, in case it's a really hard question that we all really don't get, but then we have to go to our desks and we'll all answer it together" (Focus Group D, p. 12).

Teacher encouragement and helpfulness also played a role in students' perceptions of their positive interactions with their teachers. When asked what their teachers were doing to help students have positive interactions with them, one boy said "she's helping me with hard activities" (Focus Group C, p. 9) while another boy said "she encourages us that you can do it" (Focus Group D, p. 13). One student echoed these ideas when she described having positive interactions with her teacher when the teacher "encourages us to work" (Focus Group B, p. 5).

Another theme that emerged from the focus group discussions on engagement in the classroom involved conversations with the teacher. When asked when positive interactions with the teacher occurred, one student said "when she teaches us, she usually talks to us and we have a big conversation" (Focus Group A, p. 3). When asked to clarify what the teacher does to have good conversations or positive interactions, a student said "she can talk to us good" while another student said the teacher was just "easy to talk to" (Focus Group A, p. 3). One student said her teacher helped her feel included in the classroom when "she tells us funny stories from

last year” (Focus Group B, p. 5) while another shared that “whenever we’re in a bad mood, [the teacher] will always come up to us and ask us ‘hey are you okay?’” (Focus Group B, p. 6).

A third theme from the focus group discussions on engagement involved using a rewards system in the classroom. Whether for classroom management or to encourage strong work habits, several participants identified rewards as helping them feel engaged in the classroom. One student shared that they use an app in the classroom “and we get points,” adding “if we get 1500 points we get to go bowling” (Focus Group A, p. 3). Another student said “I remember this one time when I was working hard and I got a sucker from [the teacher]” (Focus Group B, p. 5). Finally, one student shared that her class has spelling rewards “so whenever we get twenty 100% we get to put a sticker up and when we get to twenty we get a reward and this Friday we get to go to [a convenience store]” (Focus Group B, p. 4). The different ways teachers use rewards to engage students suggests that rewards can be used to motivate and also reinforce positive behaviours.

Several themes emerged from focus group discussions. It is clear from the transcripts that teacher encouragement and helpfulness played an immense role in students’ feelings of both enjoyment and engagement in the classroom. Students’ interest in particular classes, participating in fun activities and projects as well as recognizing the joy teachers show in their work all contributed to students’ enjoyment in the classroom. Moreover, having constructive conversations with teachers and participating in classroom rewards systems contributed to students’ social-emotional engagement in the classroom.

Connections between Survey and Focus Group Data

Looking at both the survey and focus group discussion data together, connections can be identified that serve to enhance understanding of the results from each methodology. During the focus groups, while discussing students’ enjoyment in the classroom, many comments were made about fun projects or activities in the classroom contributing to students’ enjoyment. The survey data also supports this as item 6, “My class is fun,” had a mean score of 3.8. However, it is interesting to note that while male and female students in both grade 3 and 4 shared liking specific classes, as well as male grade 5 students, no female grade 5 students discussed liking specific classes during the focus group discussions. However, while no female grade 5 student offered comments around liking specific classes as a means of enjoyment in school, the researcher did not directly ask the participants if liking specific classes contributed to their

enjoyment. The mean score for both grade 3 and 4 students on item 44, “How often do you feel bored in your classroom?” was 2.1, while for grade 5 students the mean score on item 44 was higher at 2.3.

There are also several connections between the survey and the focus group data on students’ engagement in the classroom. By far the most frequent comment regarding teachers’ influence on students’ engagement in the classroom during the focus group discussions was around teachers helping students and providing encouragement. Item 33, “My teacher is good at explaining things so I can understand them,” had a mean score of 4.1, while item 42, “Students in my classroom can depend on my teacher for help,” also had a mean score of 4.1. During the focus group discussions, grade 5 students made the majority of comments regarding teacher help and encouragement as a means of helping the students engage in the classroom, compared to students in grades 3 and 4. This observation during the focus groups connects with the survey results of item 35, “My teacher is willing to explain things again,” as the mean score for this item was 3.2 for grade 3 students, 3.6 for grade 4 students and 4.1 for grade 5 students. Furthermore, item 35 had a chi-square score of 9.4, $p < 0.05$, with two degrees of freedom and a critical value of 6.0, suggesting there is a difference among grade 3-5 students in the way this item was scored on the survey. Item 40, “My teacher encourages me to work in my own way,” also scored in the rejection region in the chi-square test ($\chi^2(2) = 6.0$, $p < 0.05$), suggesting there is a difference among grade 3-5 students in the way this item was scored as well. Items 54, “My teacher helps me when I want to understand something more,” and 55, “My teacher gives good advice,” were only completed by grade 5 students and each item had a mean score of 4.2. Since grade 5 students made the majority of comments regarding teacher help and encouragement during the focus groups, it is not surprising to see high mean scores for these items. Moreover, item 56, “My teacher explains things when I don’t understand,” had a mean score of 4.2, with only one respondent out of 44 identifying this item as either disagree or strongly disagree.

Another major theme that emerged during the focus group discussions on teachers’ influence on students’ engagement in the classroom involved having interactive conversations with the teacher. During the focus group discussions, grade 5 students identified interactive conversations as influential to their engagement while grade 3 and 4 students did not bring up this subject. According to the survey, 84.5% of grade 5 students agreed or strongly agreed with item 51, “If I have something to say, my teacher will listen.” Furthermore, 80.0% of grade 5

students agreed or strongly agreed with item 38, “My teacher listens to my opinions and ideas,” compared to 66.7% of grade 3 students and 77.6% of grade 4 students. This suggests that students in grade 5 feel they have more positive conversations with their teachers, connecting to the comments made by grade 5 students during the focus group discussions such as “I feel the best about [my teacher] when she’s teaching science because she always tells us really cool stories and sometimes she’ll get off track and just tell stories. She’ll let us experience the experience better” (Focus Group B, p. 4). Another student identified having one-on-one conversations with her teacher as helping her have positive interactions in the classroom because the student likes it when “no one else is really in there” (Focus Group B, p. 5). Finally, item 10, “I enjoy talking to my teacher,” had an overall mean score of 3.9 but that increased to 4.0 when only grade 5 responses were scored.

Several connections were made between the survey data and the focus group discussion data. Some connections between the two streams of data were made regarding students’ enjoyment in the classroom, particularly, students enjoying specific classes and perceiving their classes as fun. Several connections were made related to students’ engagement in the classroom. These included many comments during the focus group discussions about teacher helpfulness and encouragement while survey items related to these characteristics were found to have high mean scores. Connections regarding interactive conversations between students and teachers were made with the survey results indicating students in grade 5 agreed more with items about their teachers having positive conversations with students while the focus group discussions supported these findings as grade 5 students made the majority of positive comments around this particular topic.

Summary

Chapter 4 began by summarizing the general data of the survey participants, including their gender, grade level and the gender of their classroom teacher. Several tables were then displayed to show the survey data, including tables of percentages and frequencies, means and chi-square test results, while several noteworthy results were highlighted from each table to draw the readers’ attention to particular data. Next, focus group discussion participation was explained, including a review of the thematic analysis. Teachers’ influence on students’ enjoyment in the classroom was discussed based on the responses provided during the focus groups, followed by a review of the data on teachers’ influence on students’ engagement in the

classroom. Quotations from the focus group discussions were used to highlight themes with specific examples. Finally, connections were made between the survey and the focus group discussion data.

Chapter 5: Conclusions, Discussion and Implications

Due to the nature of educators' working relationships with students, teachers are bound to have some influence over their students when it comes to experiences in the classroom. The researcher's own experiences growing up in a caregiver's home surrounded with children who were exploring and learning, as well as being a male elementary teacher in a female-dominated profession, created an interest in teacher influences and led him to engage in the current research project. The research set out to identify to what extent male and female elementary teachers influence their students' enjoyment and social-emotional engagement in school, from the perspective of grade 3-5 students. By using a mixed methods approach and gathering data through surveys and focus group discussions, the researcher aimed to identify the extent to which teachers influence students' enjoyment and engagement in the classroom.

Answering the Research Questions

To answer the main research question, three separate questions were created for which the survey and focus group discussion methods were designed to answer. **The first research question was "To what extent do male and female classroom teachers influence elementary students' enjoyment in school, from the perspective of grade 3-5 students?"** The survey answered the question through the data gathered on several statements about enjoyment. Item 8, "My teacher understands my jokes," and item 9, "My teacher tells us jokes to change the mood of the class," both had chi-square test scores above the critical value of 3.8 ($\chi^2(1) = 5.7$, $p < 0.05$ and $\chi^2(1) = 10.6$, $p < 0.05$, respectively) when comparing results between students with male teachers and students with female teachers. Furthermore, the mean score on item 9 for students with male teachers was 4.1, while the mean score for students with female teachers was 2.8. This finding suggests that male teachers influence their students' enjoyment through humour more than female teachers. Moreover, item 9 had a chi-square score above the critical value of 6.0 ($\chi^2(2) = 6.1$, $p < 0.05$) based on student grade levels, suggesting that students are more influenced by the use of humour from their teachers in different grades. Finally, item 6, "My class is fun," had an overall mean score of 3.8, but when accounting for students with male teachers only, the mean score increased to 4.4. This finding suggests that male teachers may have more influence over students' enjoyment in the classroom.

The focus group discussions answered the first research question by identifying the characteristics that students reported as influencing their enjoyment in the classroom. By far the

most common responses to the questions “what does you teacher do to help you enjoy school?” and “what is your teacher doing when you are happiest in the class?” centered on teachers helping students and encouraging students in their work. Students liking a specific class was also identified as creating enjoyment in the classroom and while teachers may not have complete influence over students’ enjoyment of certain subjects, the second most common responses during the focus group discussions were about the teachers creating fun activities or projects for the students. Finally, teachers displaying a happy disposition was also often mentioned as helping create enjoyment for students.

Together, the survey data and focus group discussion data helped answer the first research question. For example, survey item 10, “I enjoy talking to my teacher,” had an overall mean score of 3.9, while many comments on student enjoyment during the focus groups were about the teacher being happy and creating fun activities. This result points to the conclusion that students enjoy classrooms that are set up by the teacher to facilitate positive conversations and activities. In this way, teachers influence students’ enjoyment in the classroom.

The second research question was “To what extent do male and female classroom teachers influence elementary students’ social-emotional engagement in school, from the perspective of grade 3-5 students?” The survey answered the question through the data gathered on several statements about engagement. Having positive interactions with teachers was an indicator of students’ social engagement. Item 17, “My teacher is easy to talk to,” had an overall mean score of 3.8, while item 19, “I get a lot of encouragement from my teacher,” had an overall mean score of 3.9. Both results suggest students had positive interactions with their teachers. Item 36, “My teacher likes to help me learn,” had an overall mean score of 4.1, while item 37, “My teacher wants me to do my best in schoolwork,” had an overall mean score of 4.6, providing more evidence of teachers’ positive interactions with students, as well as students’ sense of belonging since the teacher is directly helping them as a member of the classroom. Students’ sense of connectedness, an indicator of emotional engagement, was reflected in item 27, “My teacher cares about me,” which had an overall mean score of 4.1. Item 40, “My teacher encourages me to work in my own way,” also dealt with a sense of belonging and emotional engagement. For students with male teachers, this item had a mean score of 4.0, while the same item had a mean score of 3.6 for students with female teachers. Item 39, “My teacher allows me to make my own decisions,” had a mean score of 4.0 for students with male teachers but only 3.4

for students with female teachers. Item 39 also had a chi-square test score above the critical value of 3.8 ($\chi^2(1) = 5.8$, $p < 0.05$), suggesting there is a difference between students with male and female teachers in this social engagement area.

The focus group discussions answered the second research question by identifying the characteristics that students reported as influencing their social-emotional engagement in the classroom. The most common responses to the questions “what does your teacher do to help you feel included in the classroom?” and “what does your teacher do to help you have positive interactions in the classroom?” centered on teachers helping their students as well as encouraging them in their school work. Another response that was identified several times included having good conversations with teachers, which directly relates to positive interactions and participating in school, characteristics that are important in social engagement. The responses of using class points or rewards indicate a sense of connectedness or relatedness to others, a critical aspect of emotional engagement. Since teachers set up their classrooms and some utilize whole-class rewards systems, teachers are invariably influencing the engagement of their students.

Together, the survey data and the focus group discussion data helped answer the second research question because both methods of data collection helped to shed light on the influence of teachers on students’ engagement. Whether discussing a sense of belonging or positive interactions in the classroom, the focus group participants shared several examples of their teachers’ influence on their social-emotional engagement. At the same time, the survey results provided evidence of both male and female teachers’ influence on students’ engagement in the classroom.

The third research question was “From the findings, what implications might there be for elementary teacher preparation, teacher professional development, and teacher hiring practices?” The survey answered this question by identifying characteristics of teachers that students said influenced their enjoyment and social-emotional engagement in school. Item 14, “My teacher is someone I can trust,” and item 51, “If I have something to say, my teacher will listen,” had overall mean scores of 4.3 and 4.2, respectively. This suggests that trust and listening skills are important qualities for teachers to develop with their students. Based on item 39, “My teacher allows me to make my own decisions,” students with male teachers felt they could make their own decisions more in the classroom than those with female teachers (mean scores of 4.0 and 3.4, respectively), so it is important to recognize the need to develop teaching

pedagogies that allow students to make their own decisions more often. Also, based on item 44, “How often do you feel bored in your classroom?” male students felt bored more often than female students (mean score of 2.3 and 2.0, respectively), suggesting educators need to create ways to engage more male students. Finally, two items about care, item 22, “I have a caring relationship with my teacher,” and item 27, “My teacher cares about me,” both had chi-square test scores above the critical value of 3.8 ($\chi^2(1) = 4.6, p < 0.05$ and $\chi^2(1) = 4.5, p < 0.05$, respectively) indicating a difference between male and female teachers. Perhaps more emphasis on building caring relationships with students is needed in teacher preparation and professional development.

The focus groups answered the third research question by having students identify ways in which their teacher influenced their enjoyment and engagement. The data from the focus group discussions suggests it is important to recognize the value of encouragement for students to feel joy and engagement. Comments made about how fun activities and projects enhanced students enjoyment may lead to a focus on developing project-based learning activities as well as the idea of using class points or rewards to also help engage students.

Both the survey data and the focus group discussions helped shed some light on the influence teachers have on students’ enjoyment and engagement. By identifying characteristics that helped students feel joy and engaged in the classroom as well as learning specific examples of what teachers did to enhance classroom experiences, there is much to be gleaned from the data to better prepare teachers, provide professional development and possibly adjust employment practices based on the best interests of the students.

Discussion of Research Findings

The findings from the survey and focus group discussions provided insight into the main research question as well as connected to the information from the literature review. The main research question was “To what extent to male and female elementary teachers influence their students’ enjoyment and social-emotional engagement in school, from the perspective of grade 3-5 students?” The findings indicated that teachers influenced students’ experiences in the classroom in a number of ways. Through encouragement, support, positive interactions and displaying an overall caring and happy disposition, teachers helped students find joy in school while promoting their engagement in the learning environment.

The literature review found that girls had higher levels of response for encouragement from male teachers than from female teachers (Carrington et al., 2007), while the survey results indicated similar responses. Item 19, “I get a lot of encouragement from my teacher,” had a mean score of 3.8 for males and 4.1 for females. However, when accounted for students with male teachers, the mean score was 4.3 compared to 3.9 for students with female teachers. Similarly, item 31, “My teacher is there for me when I need him/her,” had a mean score of 3.7 for males and 3.9 for females, but when accounting for students with male teachers, the mean score was 4.0 compared to 3.7 for students with female teachers. Also in the literature review, Brownhill (2014) identified using humour as an important characteristic for male role models to exhibit for kids. Several students in the focus group discussions also identified their teachers’ use of humour as promoting their enjoyment in the classroom. When asked what her teacher does to help her enjoy school, one student said “she makes us laugh a lot [and] she tells jokes” (Focus Group C, p.8) while another student said she feels best about her teacher when “she tries to be funny” (Focus Group D, p.11). The survey data suggest that male teachers incorporate more humour into the classroom than their female colleagues to influence students’ enjoyment. Item 9, “My teacher tells us jokes to change the mood of the class,” had 78.3% of students with male teachers agree or strongly agree, while only 33.9% of students with female teachers agreed or strongly agreed with the statement.

The majority of the comments that were made during the focus group discussions were based on students’ experiences with female teachers as only two of the 29 participants had male teachers. Several comments reflected students being influenced by good teaching practices and teachers being helpful, regardless of teacher gender, allowing students to find joy and become engaged in the classroom. The lack of discrepancy between male and female teachers was evident in some areas of the survey as well. Item 34, “My teacher helps me with my work,” was agreed or strongly agreed to by 82.6% of students with male teachers and 75.2% of students with female teachers. Similarly, item 54, “My teacher helps me when I want to understand something more,” was agreed or strongly agreed to by 100% of students with male teachers and 86.1% of students with female teachers. These numbers support the idea that students are strongly influenced by teachers who are helpful. Carrington et al. (2007) found boys and girls to both value consistency with their teacher, regardless of gender. Survey item 33, “My teacher is good at explaining things so I can understand them,” supports the idea that students want helpful

teachers regardless of gender as 82.6% of students with male teachers and 78.7% of students with female teachers agreed or strongly agreed with this statement. Furthermore, many comments were made during the focus group discussions about students liking their teachers when they displayed a happy and caring disposition, regardless of the teacher's gender. Martin and Marsh (2005) found that boys and girls were academically motivated equally by male and female teachers. Survey item 37, "My teacher wants me to do my best in schoolwork," had a mean score of 4.6 for both students with male teachers and students with female teachers. A connection can be made to the literature review findings of Lahelma (as cited in Carrington et al., 2008), that found students care more about the quality of a teacher than teacher-gender.

According to Crow and Castello (2016), students are motivated when they are given the opportunity to work in their own way. During the focus group discussions, one boy in grade 4 said he felt best about his teacher "when she is letting us do something that we think is good and it's better for us to work like that" (Focus Group D, p. 12); while another student felt happiest "when my headphones are on in the reading corner" because it is quiet and she can engage in her learning in her own way (Focus Group C, p. 8). According to Deci and Ryan (2000), students have a natural desire to create a cohesive sense of self. Moreover, intrinsic motivation leads to students having more fun and enjoyment because they are able to work in their own way (Deci & Ryan, 2002). The idea of independence in the classroom was identified on the chi-square test as having a significant difference between students with male and female teachers. Item 39, "My teacher allows me to make my own decisions," scored above the critical value of 3.8 ($\chi^2(1) = 5.8, p < 0.05$), suggesting a difference between male and female teachers. Furthermore, item 40, "My teacher encourages me to work in my own way," scored above the critical value of 6.0 ($\chi^2(2) = 6.0, p < 0.05$), indicating a significant difference on the item based on students' grade level. The results suggest teachers can influence students' feelings of independence in the classroom and it may help students' engagement when they are given more independence in their school experiences. Reschly and Christenson (2012) believed students could become motivated by allowing for autonomous motivation. Evidence of the idea of autonomous motivation was found in the focus group discussions as students commented on how they like getting to work in their own way and doing what they think is best.

However, while some research had identified little to no difference in students' engagement based on their teacher's gender, Roorda (2011) found that more positive

engagement was identified in study samples with more male teachers. Survey item 16, “My teacher treats me with as much respect as other students,” supports the idea of more positive engagement among students with male teachers as the item had a mean score of 4.6 for students with male teachers and 3.9 for students with female teachers. Furthermore, item 46, “My teacher is friendly,” had a mean score of 4.8 for students with male teachers and 4.1 for students with female teachers. While both mean scores for item 46 are high, indicating most students identified their teacher as friendly, it is interesting to note that students with male teachers scored the item much higher than students with female teachers.

The survey analysis suggested a connection between engagement in school and lower levels of boredom. Female students scored several items regarding engagement higher than their male peers. Item 22, “I have a caring relationship with my teacher,” had a mean score of 3.8 for female students and 3.3 for male students. Item 49, “My teacher trusts me,” had a mean score of 4.2 for female students and 3.7 for male students and item 55, “My teacher gives good advice,” had a mean score of 4.5 for female students and 3.9 for male students. All three items dealt with various aspects of engagement, including positive relationships, trust between teachers and students as well as providing helpful advice. While these numbers stand out, it is interesting to note that female students consistently scored most engagement items higher than male students. While female students identified encouragement survey items higher than male students, females also felt bored in the classroom less often, providing a mean score of 2.0 on item 44, “How often do you feel bored in your classroom?” while their male peers scored the same item with a mean of 2.3. The connection between engagement and boredom in the classroom can also be found in the literature review. Wylie and Hodgen (2012) found that boredom increases as enjoyment and engagement in learning decreases. Also, Finn and Zimmer (2012) found students who were engaged in elementary school were more likely to stay engaged through high school. By having teachers that show an interest in students and develop trust with students as well as work on creating positive relationships, students will become more engaged in their classroom. According to Pianta et al. (2012), positive teacher-student relationships could lead to better student engagement. The survey supported the idea of strong relationships possibly leading to more engagement as 84.0% of respondents agreed or strongly agreed with item 14, “My teacher is someone I can trust,” and 79.5% of respondents agreed or strongly agreed with item 15, “My teacher respects me.” It is important to create positive teacher-student relationships, especially,

as Davis (2003) identified, since the relationships can have an impact on social outcomes in school.

Smith et al. (2016) found that as school enjoyment increased, so did academic ambition. This observation was supported by the focus group discussion data, in that students identified fun activities and projects as increasing their enjoyment of school. Students wanted more time and opportunity to engage in their learning because it was fun. As students described when they were happiest at school, many explained that certain classes or subjects made them enjoy school because they were interested in the learning. Thus, as their enjoyment increased, so did their academic interest. Poe (2000) also found that enjoyment was created for students when they engaged in new or different learning experiences. The focus group discussion comments about using points and reward systems to provide more enjoyment for students connects to the literature by Poe.

The results of the survey and the focus group discussions provided insight into the main research question while also connecting to information from the literature review. Teachers can influence students' enjoyment and engagement in the classroom in a variety of ways, most notably by developing a strong relationship with students in which they feel a sense of trust, respect, kindness and that their teacher has a genuine interest in them as young learners. Some data suggest a difference in students' perceptions of certain characteristics between male and female teachers, including the use of humour and a sense of independence. Students with male teachers identified their teachers as using humour more often than students with female teachers. Similarly, students with male teachers perceived a higher sense of independence than students with female teachers, as students with male teachers rated survey items about making their own decisions and working in their own way higher than their peers with female teachers. The use of humour and allowing students to have some control over their learning environment are ways in which teachers can influence students' enjoyment and engagement in school. However, there are also many similarities in students' perceptions of certain characteristics between male and female teachers, including teacher helpfulness and an overall caring and happy disposition. Several survey items regarding teacher helpfulness had a mean above 4.0 for both students with male teachers and students with female teachers. Similarly, several survey items regarding students' perceptions of their teachers' caring disposition had mean scores above 4.0 for both students with male teachers and students with female teachers. These data suggest students recognize

their teachers' interest in helping students and creating relationships with them based on kindness. Students' enjoyment and engagement can be developed through the use of new or different learning strategies as well as providing students with multiple opportunities to develop stronger relationships with their teachers.

The findings from the study suggest the constructs of students' enjoyment and social-emotional engagement are unquestionably influenced by teachers. As outlined in the Conceptual and Methodological Framework of the Study (Figure 2.1), teachers influence students' classroom experiences and the results of the study indicated several ways in which teachers influence their students. While the data collection focused on two constructs of teachers' influences, Figure 2.1 suggested there are several areas in which teachers can influence their students. Self-motivation and teacher-student relationships were two areas that the research did not focus on yet the findings identified these areas as influencing students' classroom experiences. From the survey, it was identified that male teachers provided more autonomy for students in the classroom, thereby influencing self-motivation. Furthermore, the survey and focus group discussions both identified positive teacher-student relationships as influencing students' enjoyment and social-emotional engagement in the classroom.

The findings from the research help us better understand male and female students. The survey data suggests that boys are more difficult to engage than their female peers because they experience boredom more frequently. Furthermore, male students do not identify strong teacher-student relationships to the extent their female peers do, suggesting that male students need opportunities to develop more meaningful connections with their teachers in order to increase social-emotional engagement in the classroom. However, female students consistently scored higher on the survey in areas of teacher-student relationships, indicating that female students are able to develop social-emotional engagement because of the positive connections with their teachers. The findings from the research also help us better understand male and female teachers. While the data suggests male teachers employ more humour as part of their classroom management strategies, the data also suggests that teachers, regardless of gender, influence their students' enjoyment and engagement when they create fun and engaging learning experiences in the classroom.

Implications of Research

The results of the current research offer many implications for education. The data collection and analysis helped to answer the third research question about the implications for elementary teacher preparation, teacher professional development, and teacher hiring practices that may be gained from the research. The research is important to these areas of teacher development because the findings allowed for better understanding of the influence teachers have on students' enjoyment and social-emotional engagement in the classroom. It is important to understand the influence teachers have in these areas in order to develop classrooms in which teachers can maximize student engagement and social-emotional engagement. What the researcher has done, based on the findings of the research, is explore the three areas of teacher preparation, teacher professional development, and teacher hiring practices in order to enhance understanding of teachers' influence on students while encouraging preparation, professional development and hiring practices that focus on the qualities and characteristics common among teachers with the greatest positive influence. After completion of the research, there was also the possibility of publishing the results of the findings, as well as presenting on this topic, in an attempt to enlighten and engage interested parties in discussions that will inevitably flow from the research.

Implications for Practice

The analysis of data from the survey and focus group discussions suggest that male and female elementary teachers provide classroom experiences that enhance both the enjoyment and social-emotional engagement of students in school, as males and females both incorporate teaching practices and personal characteristics that influence students' classroom experiences. For this reason, it could be viewed as in the best interests of students to employ more equal numbers of male and female teachers in elementary schools.

However, male and female teachers alone may not address the needs of students to experience a multitude of teacher influences. For this reason, schools need to explore ways in which a variety of role models can be members of a staffroom. Teachers with different ethnicities, different cultures, different world views and different passions working together will ensure students are exposed to a host of learning experiences and opportunities.

Implications for Policy

The results of the research have implications for teacher education and elementary teacher practice. First, it is imperative that more male teachers are encouraged to enter the teaching profession as elementary teachers. If the current research can be considered a typical representation of the teaching profession, then it is evident that a lack of male teachers work in grade 3-5 classrooms, as only two of 29 participants from the focus groups had male teachers and only 24 of 159 survey participants had male teachers. Humour was clearly identified as influencing students' enjoyment and its use was linked more with male teachers. Therefore, having more male teachers working with elementary-aged students may influence students' enjoyment in the classroom. Second, educators can use the current research to recognize teacher characteristics that influence students' enjoyment and engagement to ensure these qualities are evident in their current practice as well as in teacher education programs. These characteristics include, but are not limited to, developing strong relationships with students built on trust, respect, care, honesty and a genuine interest in helping children learn by encouraging and impelling students to do their best. The findings from the study suggest female students identify stronger teacher-student relationships than their male peers. For this reason, teachers need to develop opportunities to create genuine connections with their male students to build strong teacher-student relationships. Third, teacher pedagogy can be influenced by the results of the current research. There is evidence to suggest students' enjoyment and engagement are increased when they are given fun activities and projects to complete as well as some independence in their learning environment. Since male students identified higher levels of boredom than their female peers, teachers must develop strategies for combating male students' boredom which will hopefully allow them to engage more in their learning environment.

Implications for Theory

Future research on this topic could help expand on the understanding of teachers' influence on students' enjoyment and engagement in school. Researchers may use direct observation in the classroom to observe student enjoyment and engagement and to directly interact with the students in their learning environment. The current research identified several characteristics of teachers that help engage students and future research could expand more on these areas. Future research on this topic may also ensure more participation as well as more equal representation from all interested groups, including student gender, teacher gender and

grade level. While the current research helped shed some light on these areas, there is still much insight to be gathered on this topic.

The researcher acknowledges that the current study held rigid definitions of gender since ‘male’ and ‘female’ were the only identifiers for students as well as teachers. However, there is currently more understanding and recognition of gender fluidity and gender identifiers than recognized by this study. As a result, future research around teacher influences may incorporate more variables to allow for varying gender descriptors, possibly resulting in students identifying the influences of their teachers in different ways and leading to a more holistic understanding of teacher influences on students in the 21st century.

Concluding Reflections

The purpose of the research was to identify the influence of male and female elementary teachers on students’ enjoyment and social-emotional engagement in the classroom. The research was able to identify students’ perceptions of their teachers’ influence and several themes or characteristics emerged from the data. In this regard, the purpose of the research was achieved and provided insight into elementary students’ views on the topic. This was important because students’ voices were key to understanding their perspectives and it allowed the research to directly engage with those whose enjoyment and engagement are influenced by teachers.

The researcher was captivated with the research project as it connected with his personal interests. The researcher was interested in learning about students’ social and emotional engagement in school as well as their enjoyment of classroom experiences. The researcher also wanted to explore the potential impact teacher-gender had on students’ classroom experiences and this was something he was able to do during the research process. Insights on students’ perceptions of teacher characteristics as well as differences among teachers based on gender have been revealed. Some insights, such as male teachers’ use of humour, directly related to the researcher’s own experiences while other insights, such as female students identifying more positive connections to teachers than their male peers, will provide learning opportunities as the researcher continues his journey as a teacher and a learner.

The entire thesis journey was an opportunity to learn from others’ perspectives on teacher influences as well as learn about personal influences. From the findings of the study, the researcher has been influenced to develop his teaching pedagogy to ensure the results of the study influence his teaching. For example, the researcher plans to develop more project-based

learning activities for students while creating opportunities for students to have more autonomy in their learning environment and learning choices. Furthermore, the researcher has become more aware of the need to develop close teacher-student relationships with the learners in his room. The thesis has provided a strong perspective that the researcher will undoubtedly allow to influence his teaching pedagogy and interactions with students.

Both the current research and previous work in this area point to an overarching theme: teachers can influence their students' enjoyment and engagement in school by demonstrating a genuine passion for teaching and learning. Teachers who exhibit a sincere passion for their work will inherently develop strong positive relationships with their students based on trust, respect, compassion and encouragement, pillars of influence in students' classroom experiences. The current research project has been a positive experience and has left the researcher with some insights, many questions and a stronger passion for discovery. While the research here has only lightly sprinkled some understanding on the subject of teachers' influence on students' enjoyment and engagement in the classroom, from the perspective of grade 3-5 students, it has nonetheless strengthened understanding of the role passionate teachers play in students' positive school experiences.

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Appendices

Appendix A – Ethics Application

<div style="border: 1px solid black; padding: 2px; display: inline-block;"> For administrative use only File Number: _____ Date received: _____ </div>	
<div style="display: flex; justify-content: space-around; align-items: center;"> </div>	
<h3>Application for Behavioural Research Ethics Review</h3>	
<p>Evaluating Applications</p> <p>The matters of greatest concern to the Behavioural Research Ethics Board (Beh-REB) are the issues of informed consent of participants, voluntary participation, protection of individual privacy (confidentiality and anonymity), and safeguarding participants from any harmful results due to participation or non-participation in the proposed investigation or research project. Our evaluation of an application is based on the degree to which each of these concerns are satisfied; when filling out the application, researchers are urged to consider these points, and to explain to the Beh-REB the steps they will take to address the concerns. Researchers are also urged to consult the Tri-Council Policy Statement 2 for more information and guidance.</p> <p>The Beh-REB acknowledges the variety of paradigms and methodologies currently available to researchers, and that each of these paradigms entails its own particular ethical issues. Thus, there may be more than one way to address an ethical issue. Researchers should feel free to suggest alternative approaches or to explain why a particular requirement is not appropriate in the context of a given project.</p> <p>**All text boxes will expand once <Enter> is selected or the cursor moves to the next section.**</p>	
PART 1: IDENTIFICATION	
1.1	Project Title GN 1.1 The Influence of Male and Female Elementary Teachers on Students' Enjoyment and Social-Emotional Engagement in the Classroom, from the Perspective of Grade 3 – 5 Students
1.2	Principal Investigator GN 1.2 Full Name: Keith Walker Mailing Address: _____ Email: keith.walker@mail.usask.ca Phone: _____ NSID number (U of S faculty only): _____
1.3	University/Institutional Affiliation of Principal Investigator GN 1.3 Position: _____ Department: _____ Division: _____
1.4	If this is a student/graduate/resident project, please provide the following information: GN 1.4 a) Student Name(s) and Student ID or NSID (s): James Siemens 10377182 b) Supervisor Name: Dr. Keith Walker
1.5	Project Personnel (Include graduates/post graduates/residents): GN 1.5 <div style="float: right;"> <input type="button" value="Add Personnel"/> <input type="button" value="Remove Last"/> </div> Full Name: James Siemens Project Position/Role: Student University/Institutional Affiliation: University of Saskatchewan Email: jrs652@mail.usask.ca Phone: 306-381-7738
1.6	Primary Contact Person for Correspondence (if different than Section 1.2) GN 1.6 Full Name: _____ Mailing Address: _____

	Email:	Phone:
1.7	Research Site(s) where project will be carried out:	Sun West School Division schools
1.8	1.8.1 Proposed Project Period: GN 1.8 From (MM/DD/YY) 03/01/18 To (MM/DD/YY) 03/31/18	
	1.8.1 Has this project applied for and/or received ethical approval from any other Research Ethics Board? Will you be seeking REB approval through the Sask. ethics harmonization process? GN 1.8	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
1.9	1.8.2 Please be advised that approvals may need to be sought if you are collecting data from schools, within health regions and may be required from other organizations, agencies, or community groups. Will you be contacting potential participants or collecting data from any such organizations? GN 1.8.2	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	If yes selected then open: Specify where, provide details and submit a copy of the certificate or letter of approval (when obtained). Please provide justification if you do not plan to seek approval.	
	Sun West School Division schools	
1.10	1.10.1 Status of Funds: GN 1.10 <input type="checkbox"/> Awarded <input type="checkbox"/> Pending <input checked="" type="checkbox"/> Unfunded	

PART 2: CONFLICT OF INTEREST

	2.1.1 Is there any real, potential or perceived conflict of interest (any personal or financial interest in the conduct or outcome of this project)? GN 2.1
	No
2.1	2.1.2 Will any of the researcher(s), members of the research team and/or their immediate family members: <ul style="list-style-type: none"> - Receive personal benefits in connection with this project over and above the direct costs of conducting the project, such as remuneration or employment? - Receive significant payments of other sorts from the sponsor such as grants, compensation in the form of equipment or supplies or retainers for ongoing consultation and honoraria? - Have a non-financial relationship with a sponsor (such as unpaid consultant, board membership, advisor or other non-financial interest)? - Have any direct involvement with the sponsor such as stock ownership, stock options or board membership. - Hold patents, trademarks, copyrights, licensing agreements or intellectual property rights linked in any way to this project or the sponsor? - Have any other relationship, financial or non-financial, that if not disclosed, could be construed as a conflict of interest? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

PART 3: BRIEF OVERVIEW OF RESEARCH PROJECT

	Briefly describe the project, its objectives and potential significance (250-500 words): GN 3.1
3.1	The research project will utilize survey and focus group data collection in an attempt to understand the influence of male and female teachers on elementary students' enjoyment and socio-emotional engagement in the classroom. The potential positive impact of the research may encourage teachers to seek professional development opportunities to enhance influential traits while also encouraging more male teachers to seek employment in elementary classrooms.
3.2	Provide a description of research design and methods to be used: GN 3.2 Survey - researcher will create survey to be completed by willing participants. Focus groups - researcher will meet with group of up to 8 students to ask questions that seek to clarify and strengthen understanding based on survey questions.

3.3	Provide details regarding the duration and location of data collection event(s): QN 3.3 The student questionnaire will be designed to take approximately 15-20 minutes to complete. Students will be able to complete the questionnaire at school during a time designated by the classroom teacher. Focus groups will occur at the school during a time designated by the classroom teacher and may take up to 45 minutes to complete.												
	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Questionnaire</td> <td><input type="checkbox"/> Participant Observation</td> </tr> <tr> <td><input type="checkbox"/> Individual Interviews</td> <td><input checked="" type="checkbox"/> Focus Groups</td> </tr> <tr> <td><input type="checkbox"/> Group Interview</td> <td><input type="checkbox"/> Non-Invasive physical measurements</td> </tr> <tr> <td><input type="checkbox"/> Video/audio recording</td> <td><input type="checkbox"/> Secondary use of data or analysis of existing data</td> </tr> <tr> <td><input type="checkbox"/> Home Visits</td> <td><input type="checkbox"/> Ethnography</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other: _____</td> </tr> </table>		<input checked="" type="checkbox"/> Questionnaire	<input type="checkbox"/> Participant Observation	<input type="checkbox"/> Individual Interviews	<input checked="" type="checkbox"/> Focus Groups	<input type="checkbox"/> Group Interview	<input type="checkbox"/> Non-Invasive physical measurements	<input type="checkbox"/> Video/audio recording	<input type="checkbox"/> Secondary use of data or analysis of existing data	<input type="checkbox"/> Home Visits	<input type="checkbox"/> Ethnography	<input type="checkbox"/> Other: _____
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<input type="checkbox"/> Home Visits	<input type="checkbox"/> Ethnography												
<input type="checkbox"/> Other: _____													

PART 4: PROJECT DETAILS	
4.1	4.1.1 Will you have any internet-based interaction with participants? QN 4.1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 4.1.2 If you are using a third party research tool, website survey software, transaction log tools, screen capturing software, or masked survey sites, how will you ensure the security of data gathered at that site? Since the researcher will be utilizing online survey software licensed by the University of Saskatchewan, the data will be originally collected and stored on the University of Saskatchewan's software. The data will then be transferred to a password-encrypted device that will be the responsibility of the researcher.
	4.1.3 Describe how permission to use any third party owned site(s) will be obtained, if applicable: The University of Saskatchewan has license to use software and the researcher use the software granted through enrollment in the University of Saskatchewan.
	4.1.4 How will you protect the privacy and confidentiality of participants who may be identified by email addresses, IP addresses, and other identifying information that may be captured by the system during your interactions with these participants? The survey will be completed at school and all identifying information will be kept in confidentiality by the Sun West School Division.
	4.1.6 If you do not plan to identify yourself and your position as a researcher to the participants, from the onset of the research study, explain why you are not doing so, at what point you will disclose that you are a researcher, provide details of debriefing procedures, if any, and if participants will be given a way to opt out, if applicable: I will not identify myself as a researcher during the survey data collection as student volunteers will complete the survey at their own school with a staff member supervisor. I am not having students in my own school complete the survey so as to eliminate any perceived conflict of interest. Students will be given instructions before starting the survey that they are free to stop the survey at any time, for any reason, without penalty. During the focus group interviews, I will introduce myself as the researcher and provide detailed explanations that students are free to leave the focus group at any time, for any reason, without penalty.
	4.2 4.2.1 Will your research involve Aboriginal Peoples including First Nations, Inuit and Métis peoples? QN 4.2 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	4.3 4.3.1 Will the project involve community-based participatory research? QN 4.3 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
4.4	Will deception of any kind be necessary in this project? QN 4.4 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
4.5	Indicate how the participants will be debriefed following their participation (if applicable), and describe how the information on the results of the research will be made available to participants once the study has ended. Debriefing is particularly important if deception has been used. QN 4.5 The permissions letters will outline the purpose of the research and explain how the information will be used. Participants will be given a URL link to the final copy of the research.
4.6	Will participants be compensated? QN 4.6 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

4.7	4.7.1 Will participants be anonymous in the data gathering phase of the study? (Anonymous means that no link can be established between the participant and the research - no one including the researcher knows who has participated in the research): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	4.7.2 Will the confidentiality of participants and their data be protected? (Confidentiality means that no link can be established between the collected information and the participant's identity) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	4.7.3 If yes, are there any limits to confidentiality:
	<input checked="" type="checkbox"/> Limits due to the nature of group activities (e.g. focus groups): the researcher cannot guarantee confidentiality <input type="checkbox"/> Limits due to context: individual participants could be identified because of the nature or size of the sample or because of their relationship with the researcher. <input type="checkbox"/> Limits due to selection: procedures for recruiting or selecting participants may compromise the confidentiality of participants (e.g. participants are referred to the study by a person outside the research team) <input checked="" type="checkbox"/> Other: The classroom teacher may know who participates in the study as he/she will need to find time for the student to complete the data collection process. Focus group participants will know who participates because of the nature of having several participants in one room at the same time.

PART 5: ESTIMATION OF RISKS AND BENEFITS	
5.1	5.1.1 Do you consider this project to be: GN 5.1 <input checked="" type="checkbox"/> Minimal Risk <input type="checkbox"/> Above Minimal Risk
	5.1.2 Indicate if the participants might experience any of the following: Risk of psychological or emotional harm or discomfort (e.g. trauma, anxiety, stress) No.
	Legal repercussions for participating in the study (e.g. possibility of being sued, charged with criminal activity, disclosure of past or future criminal activities, etc.) No.
	Social repercussions (e.g. ostracized, being negatively judged by peers or employer, fired from your job) No.
	Risk of physical harm or discomfort (e.g. falling, muscle pain, tiredness, weakness, nausea) No.
	5.1.3 Describe how the risk will be managed (including an explanation as to why an alternative approach could not be used). If appropriate, identify any resources, e.g. physician or counselor, to which participants can be referred. GN 5.1.3 Students will willingly volunteer for the study, and will be briefed on the purpose of the research.
5.1.4 If above minimal risk, what are the likely benefits of the research to the researcher, participant, the research community and society that would justify asking participants to participate? GN 5.1.4	

PART 6: PARTICIPANT RECRUITMENT	
6.1	Describe the participants and the criteria for their inclusion or exclusion. Indicate the number of participants and a brief rationale for the intended number of participants: GN 5.1 The participants will be those in grades 3-5 whose parents have given consent and who themselves have provided assent. Students may be excluded due to a lack of English communication skills or cognitive functioning that would hinder their participation in the research. The researcher hopes to have at least 60 participants (30 boys) from classrooms with male and female teachers in order to have a sample size large enough to provide insight into the research questions.

6.2	6.2.1	Provide a detailed description of the method of recruitment. QN 8.2 I will contact elementary school teachers in the school division via email and seek their participation in the study. In schools where I have been given permission, I will deliver information and permission forms to teachers to hand out to their students and parents of the students. Those that bring the permission letters back to the teacher will participate in the survey and/or focus groups.
	6.2.2	How will prospective participants be identified? Prospective participants will be those who have completed and returned the parent and student permission letters.
	6.2.3	Who will contact prospective participants? Describe the source of the contact information, how they will be contacted and as applicable, who originally collected the contact information. Ensure any letters of initial contact or other recruitment materials are attached, e.g. advertisements, flyers, telephone script, etc. Teachers who identify their classrooms as potential participants will provide parent and student permission letters to students to take home and complete.
6.3		In cases where the research involves special or vulnerable populations, distinct cultural groups, or in cases where the research is above minimal risk, the researcher should describe their experience or training in working with the population. If none of these criteria apply, this section may be omitted. QN 8.3
6.4		Where relevant, please explain any relationship (pre-existing, current or expected to have) between the researcher(s) and the researched (e.g. instructor-student, manager-employee, co-workers, family members/intimate relationships, etc.). Please pay special attention to relationships in which there may be a power differential. Describe any safeguards and procedures to prevent possible undue influence, coercion or inducement. QN 8.4 To safeguard against any undue influence, I will not collect data from the school in which I work.

PART 7: CONSENT PROCESS

7.1		Describe the process that will be used to obtain informed consent. Please note that it is the content of the consent, not the format that is important. If the research involves collection of personally identifiable information from a research participant or extraction of personally identifiable information from an existing database, please describe how consent from the individuals or authorization from the data custodian will be obtained. If there will be no written consent, please provide a rationale for oral or implied consent (e.g., cultural appropriateness, online questionnaire, etc.) and explain how consent will be recorded.
	7.1.1	Describe the consent process. QN 7.1 Consent will be obtained through permission letters that each potential volunteer will take home to a guardian, then have their guardian complete before bringing it back to their classroom if consent is obtained.
	7.1.2	Who will ask for consent? The researcher, through the permission letter.
	7.1.3	Where, and under what circumstances will consent be obtained? Consent will be obtained at each school where potential participants attend.
	7.1.4	Describe any situation in which the renewal of consent for this research might be appropriate and how this would take place (e.g. longitudinal studies, multiple data collection events, etc.). There will be one letter of consent with two potential permissions - one for the survey and one for the focus groups.
7.2		If any or all of the participants are children and/or are not competent to consent, describe the process by which capacity/competency will be assessed, the proposed alternate source of consent - including any permission/information letter to be provided to the person(s) providing the alternate consent - as well as the assent process for participants. QN 7.2 After parents/guardians have given consent to have their child participate in the study, the child will need to provide assent by completing an assent form provided by the researcher. There will be an opportunity to provide assent in the survey before completing the online survey, while assent for the focus group will be given by signing an assent form.
7.3		Describe your plans for providing project results to the participant? QN 7.3 Project results will be available through a URL to the final research document.
7.4		How and when are participants informed of the right to withdraw? What procedures will be followed for participants who wish to withdraw at any point during the study? QN 7.4 Participants will be informed of the right to withdraw in the permission letter, as well as face-to-face at the beginning of the focus groups.

PART 8: DATA SECURITY AND STORAGE

Indicate the procedures you plan to implement to safeguard and store the data. Identify the person who will be assuming

responsibility for data storage (University policy requires the researcher or the supervisor, in the case of student research, to securely store the data at the University for a minimum of five years upon the completion of the study. For more information see U of S Responsible Conduct of Research Policy or U of S Records and Information Management Policy .	
8.1	Who will conduct the data collection? QN 8.1 James Siemens - researcher.
8.2	Who will have access to the original data of the study? QN 8.2 James Siemens - researcher; Dr. Keith Walker - supervisor (U of S faculty).
8.3	How will confidentiality of original data be maintained as well as preserving or destroying data after the research is completed. For all data (e.g. paper records, audio or visual recordings, electronic recordings), indicate the: QN 8.3
	8.3.1 Person responsible for data storage: Dr. Keith Walker (research supervisor).
	8.3.2 Data security during transportation from collection site: The web-based survey will use encryption software to maintain data security. Data from the focus groups will be password-protected.
	8.3.3 Means and location of storage (e.g. a locked filing cabinet, password protected computer files, encryption): Data will be stored on the researcher's encrypted flashdrive used solely for the research data. Data obtained via the University of Saskatchewan's licensed software will be kept in a password protected computer system through the PAWS system. Consent forms will be stored separately from the data in a locked filing cabinet.
	8.3.4 Time duration of storage (Must be > 5 Years): 5 years.
	8.3.5 Final disposition (archive, shredding, electronic file deletion): Electronic file deletion using a program that will not permit its recovery.
8.4	Indicate how the data collected is intended to be used (thesis, journal articles, conference presentation, media, etc.). QN 8.4 Thesis.

**PART 9: Declaration by Principal Investigator
(or Supervisor for student projects)**

Project Title

The Influence of Male and Female Elementary Teachers on Students' Enjoyment and Social-Emotional Engagement in the Classroom, from the Perspective of Grade 3 – 5 Students

- I confirm that the information provided in this application is complete and correct.
- I accept responsibility for the ethical conduct of this project and for the protection of the rights and welfare of the human participants who are directly or indirectly involved in this project.
- I will comply with all policies and guidelines of the University and Health Region/affiliated institutions where this project will be conducted, as well as with all applicable federal and provincial laws regarding the protection of human participants in research.
- I will ensure that project personnel are qualified, appropriately trained and will adhere to the provisions of the REB-approved application.
- I certify that any significant changes to the project, including the proposed method, consent process or recruitment procedures, will be reported to the Research Ethics Board for consideration in advance of its implementation.
- I certify that a status report will be submitted to the Research Ethics Board for consideration within one month of the current expiry date each year the project remains open, and upon project completion.
- If personal health information is requested, I assure that it is the minimum necessary to meet the research objective and will not be reused or disclosed to any parties other than those described in the REB-approved application, except as required by law.
- I confirm that adequate resources to protect participants (i.e., personnel, funding, time, equipment and space) are in place.
- I understand that if the contract or grant related to this research project is being reviewed by the University or Health Region, a copy of the ethics application inclusive of the consent document(s), may be forwarded to the person responsible for the review of the contract or grant.
- I understand that if the project involves Health Region resources or facilities, a copy of the ethics application may be forwarded to the Health Region research coordinator to facilitate operational approval.

Signature of Principal Investigator and/or Supervisor

Printed Name of Principal Investigator and/or Supervisor

Date (MM/DD/YY)

Signature of Student Investigator

Printed Name of Student Investigator

Date (MM/DD/YY)

Department Head (UoB and RQHR only) : The signature/approval of the Department/Administrative Unit acknowledges that he/she is aware of and supports the research activity described in the proposal.

Signature of Department Head

Printed Name of Department Head

Date (MM/DD/YY)

SECTION 10: APPENDICES GN 10

Document	Included?	Description
Recruit Material(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	Appendix D - Letter to Director, Principals, Teachers
Letter (s) of Initial Contact	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	Appendix D - Letter to principals, parents/guardians, students
Consent Form(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	Appendix E - Form for parent consent
Assent Form(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	Appendix E - Form for student assent for survey, focus group
Research Tool(s) (e.g. Questionnaires, focus group guides, interview scripts, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	Appendix B - Survey Instrument Appendix C - Focus Group Questions - Draft Version
Transcript Release Form(s)	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	
RQHR Operational/Departmental Approval Form	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	
Other (please specify): _____	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	

Appendix B – Survey Instrument

Survey – Draft Version

Page 1

1. I am a:	<input type="radio"/> Boy	<input type="radio"/> Girl	
2. My teacher is:	<input type="radio"/> Male	<input type="radio"/> Female	
3. What grade are you in?	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
4. By continuing this survey, you have agreed to take part in the survey and understand the purpose of the survey and what you need to do. <input type="radio"/> I understand and agree <input type="radio"/> I do not understand and do not agree			

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

If you **strongly disagree** with the sentence, select 1.

If you **disagree** with the sentence, select 2.

If you do not agree nor disagree (**neutral**), select 3.

If you **agree** with the sentence, select 4.

If you **strongly agree** with the sentence, select 5.

Choose the circle that helps you to answer each sentence.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. School is one of my favourite places to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. My class is fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. When I'm in class, I feel good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8. My teacher understands my jokes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. My teacher tells us jokes to change the mood of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. I enjoy talking to my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. My teacher's class is pleasant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. I am included in lots of activities at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. My teacher understands me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. My teacher is someone I can trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. My teacher respects me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16. My teacher treats me with as much respect as other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17. My teacher is easy to talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18. My teacher really listens to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19. I get a lot of encouragement from my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. My teacher keeps my attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. My teacher is interested in getting to know who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
22. I have a caring relationship with my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23. My teacher is interested in me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24. My teacher likes me as much as he/she likes other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25. My teacher cares about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. My teacher thinks it is important to be my friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
27. My teacher cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28. My teacher respects my opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
29. My teacher tries to help me when I am sad or upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
30. I can count on my teacher for help when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31. My teacher is there for me when I need him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
32. My teacher is always ready to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
33. My teacher is good at explaining things so I can understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
34. My teacher helps me with my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
35. My teacher is willing to explain things again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
36. My teacher likes to help me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
37. My teacher wants me to do my best in schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
38. My teacher listens to my opinions and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
39. My teacher allows me to make my own decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
40. My teacher encourages me to work in my own way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
41. My teacher cares about how much I learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
42. Students in my classroom can depend on my teacher for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
43. My teacher pushes me to be the best I can be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Select the answer to help you answer the question.

	Never	Sometimes	Usually
44. How often do you feel bored in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Choose the circle that helps you to answer each sentence.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
45. My teacher is fair to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
46. My teacher is friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
47. My teacher is patient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
48. My teacher is a good leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
49. My teacher trusts me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
50. My teacher wants all students to feel respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
51. If I have something to say, my teacher will listen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
52. My teacher answers my questions patiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
53. My teacher is honest with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
54. My teacher helps me when I want to understand something more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
55. My teacher gives good advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
56. My teacher explains things when I don't understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
57. My teacher likes to see my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
58. My teacher does a terrific job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
59. My teacher is good at teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C – Focus Group Questions – Draft Version

1) To what extent do male and female classroom teachers influence elementary students' enjoyment in school, from the perspective of grade 3-5 students?

- a) When are you happiest in the classroom? Where are you happiest in the classroom?
- b) What are you doing when you are enjoying school?
- c) What is your teacher doing when you are happiest at school?
- d) What does your teacher do to help you enjoy school?
- e) When do you feel the best about your teacher?
- f) Is there something your teacher could do to make you enjoy school more?

2) To what extent do male and female classroom teachers influence elementary students' social-emotional engagement in school, from the perspective of grade 3-5 students?

- a) What are you doing when you feel included in the classroom?
- b) Where are you when you feel included in the classroom?
- c) What is your teacher doing when you feel included in the classroom?
- d) What does your teacher do to help you feel included in the classroom?
- e) What are you doing when you feel accepted by your classmates?
- f) Where are you when you feel accepted by your classmates?
- g) What is your teacher doing when you feel accepted by your classmates?
- h) What does your teacher do to help you feel accepted by your classmates?
- i) What are you doing when you have positive interactions with your teacher?
- j) Where are you when you have positive interactions with your teacher?
- k) What is your teacher doing when you have positive interactions with him/her?
- l) What are you doing when you have positive interactions with your classmates?
- m) Where are you when you have positive interactions with your classmates?
- n) What is your teacher doing when you have positive interactions with your classmates?

Appendix D – Letters to Director, Principals, Teachers



Overview and Permission for Research Study in Sun West

Name and Contact Information of Researcher:

James Siemens jrs652@mail.usask.ca Box 188 Outlook, SK S0L 2N0

Title of Research:

The Influence of Male and Female Elementary Teachers on Students' Enjoyment and Social-Emotional Engagement in the Classroom, from the Perspective of Grade 3 – 5 Students

Research Overview:

The research project will use survey and focus group data to identify to what extent and in what ways classroom teachers influence students' enjoyment and engagement in school. The potential positive impact of this research may encourage teachers and focus their professional development opportunities to enhance influential traits.

Volunteer students for both the survey and focus groups will come from grade 3 – 5. Teachers will not be asked to supervise their own students during the completion on the survey but rather an alternate staff member will be asked to supervise students as they complete the survey.

Timeline Requested:

The survey will take students approximately 15-20 minutes to complete.

The focus group interviews will take approximately 45 minutes to complete.

Research Supervisor:

Dr. Keith Walker, University of Saskatchewan

Keith.Walker@usask.ca



Dear Principal,

I am the principal investigator of a research project entitled, **The Influence of Male and Female Elementary Teachers on Students' Enjoyment and Social-Emotional Engagement in the Classroom, from the Perspective of Grade 3 – 5 Students.**

I am working with my supervisor, Dr. Keith Walker, from the College of Education at the University of Saskatchewan on this project. I am seeking permission to gather voluntary data from grade 3-5 students through an online survey, as well as through voluntary focus group discussions consisting of about 3 to 8 students.

I believe this research is timely as we could benefit from hearing student voices and perspective in order to better understand the influence teachers have on students' enjoyment and social-emotional engagement in the classroom.

I have measures in place to ensure voluntary and consensual student participation, including the opportunity to withdraw from the research project at any time and for any reason.

The Research Ethics Board at the University of Saskatchewan has approved this research. If you have any questions or concerns, please feel free to contact me.

Thank you in advance for considering this request.

Sincerely,

James Siemens
(jrs652@mail.usask.ca 306-381-7738)



Information to School Principals/Parents/Guardians/Students

Dear School Principals/Parents/Guardians/Students,

I, James Siemens, along with my supervisor, Dr. Keith Walker, would like to conduct research in your school to better understand the influence of teachers on students' enjoyment and social-emotional engagement in the classroom.

The title of our research is: **The Influence of Male and Female Elementary Teachers on Students' Enjoyment and Social-Emotional Engagement in the Classroom, from the Perspective of Grade 3 – 5 Students.**

In the research, I will ask for students' opinions and beliefs about their classroom experiences and the influence teachers may provide in providing enjoyment and social-emotional engagement in the classroom.

I am inviting all students in grades 3-5 to participate voluntarily in an anonymous online survey related to the research, which will take approximately 15-20 minutes to complete. I would also like one or two focus groups of three to eight students in grades 3-5 to participate voluntarily in a 40-50 minute discussion about the research. Students can withdraw at any time from the research and for any reason. There are no negative effects anticipated in this study.

The data collected from both the online survey and the focus groups will be kept confidential and the data will be treated in a way to guarantee anonymity. After the research is completed, the researcher will share a summary of his findings with the school.

Both parents/guardians **and** students must sign forms providing their consent (parents) and assent (students) to the research.

This research has been approved by the Research Ethics Board at the University of Saskatchewan. If you have any questions or concerns, please contact the researcher (jrs652@mail.usask.ca).

Thank you for considering this request,

Sincerely,

James Siemens



Instructions for Administering Research Survey to Students

Dear Educator/Colleague,

Thank you for being part of this study. The survey will take approximately 15-20 minutes for students to complete. It is important that a staff member, other than the students' classroom teacher, supervises the process; so as to eliminate any perceived conflict of interest.

Before administering the survey, please read aloud the instructions (below), so that all the students have the same information as they begin their survey.

Yours in Education,
James Siemens

Instructions (Please read aloud to all student participants):

- “The purpose of this survey is to help the researcher understand the way teachers help to influence your enjoyment and engagement in the classroom.”
- “This survey is anonymous, which means no one will know your answers or be able to connect your answers to you. Your teacher, principal, parents and even the researcher will not know who answers each question. This is to encourage you to answer honestly.”
- “The survey is about your main classroom teacher, so please think about your main classroom teacher as you answer each question about him or her.”
- “If you are unable to answer a question, or if you do not feel comfortable answering a question, you may skip the question.”
- “If you choose to stop the survey at any time, for any reason, you can click the ‘submit’ button at the bottom of the survey and be done. There is no penalty for not finishing the survey.”



Instructions for Participants in the Focus Groups

The focus group will take approximately 45 minutes to complete.

I will help start discussions using some prepared questions to get you talking about your teachers' influence on your enjoyment and social-emotional engagement in the classroom.

Enjoyment means the joy, happiness or excitement you have in the classroom.

Social-emotional engagement refers to positive interactions you have with your teachers and classmates as well as feelings of belonging and acceptance.

Everything you say today will be held in confidentiality by me and will only be shared with the researcher. I will not share any information with your principal, your teachers, your parents or others. I will audio record the comments you make today and use the information to help the researcher, but I will not use names or other identifying traits. This way nobody will know who said what and all comments will be anonymous.

I would like to request for each of us to respect each other's privacy, so let's please try to keep everything that is said today private, for just this room. Once we leave the room today, let's not share what was discussed with others. I want everyone to feel safe and comfortable to share.

If at any time you choose to leave this focus group, you may do so without any consequence. This is a voluntary activity and it is your choice to participate.

Thank you for taking the time to meet with me and I am excited to hear what each of you has to say about the topic we will be discussing.

Appendix E – Consent Forms



UNIVERSITY OF SASKATCHEWAN

Parent Permission for Children Participation in Research

Primary Researcher Contact
James Siemens
University of Saskatchewan
jrs652@mail.usask.ca
306-381-7738

Research Supervisor Contact
Dr. Keith Walker
University of Saskatchewan
keith.walker@mail.usask.ca
306-220-0614

Title of Research:

The Influence of Male and Female Elementary Teachers on Students' Enjoyment and Social-Emotional Engagement in the Classroom, from the Perspective of Grade 3 – 5 Students

Introduction:

The purpose of this form is to provide you as the parent with information that may affect your decision as to whether or not to let your child participate in this research study. Read the information below and ask any questions via email (jrs652@mail.usask.ca) you might have before deciding whether or not to give your permission for your child to take part. If you decide to let your child be involved in this study, this form will be a record of your permission.

Purpose of the Study:

If you agree to let your child participate in this study, your child will be asked about their perspective of their teachers' influence on their enjoyment and engagement in the classroom. The purpose of this study is to identify to what extent classroom teachers influence students enjoyment and engagement in school.

What is my child going to be asked to do?

They will be asked to:

- Complete an online survey, and/or
- Participate in a focus group interview with 6-7 other students

The online survey will take approximately 15-20 minutes to complete and will be completed at your child's school.

The focus group interview will last approximately 45 minutes. Participants in the focus group will be audio recorded.

What are the risks involved in this study?

There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?

Your child will receive no direct benefit from participating in this study. However, the results of the study may influence professional preparation of teachers and hiring practices, as well as teachers' professional development, in ways that will enhance students' enjoyment and engagement in the classroom.

Does my child have to participate?

No, your child's participation in this study is voluntary and subject to your permission/consent. As you will see (below), even with your consent, your child may decline to participate or may wish to withdraw from participation at any time. Withdrawal or refusing to participate will not affect their relationship with anyone in their school in any way. You may agree to allow your child to be in the study now and change your mind later.

What if my child does not want to participate?

In addition to your permission, your child must agree to participate in the study (give assent). If your child does not want to participate this is not a problem and there will be no negative consequences, at all, for them. If your child initially agrees but changes their mind later, this is fine.

Will there be any compensation?

Neither you nor your child will receive any type of payment for participating in this study.

How will your child's privacy and confidentiality be protected if they participate in this research study?

Your child's privacy and confidentiality will be protected by anonymous survey data collection. Of course anonymity is not possible in a focus group but students will be asked to hold the conversation in confidence and not to quote each other. No data from focus groups will be attributed to particular student(s) by researchers. Data collected and recorded will be held on a secure, password-encrypted device by the researcher.

Whom should I contact with questions about the study?

Prior, during or after your child's participation in the study, you can contact the researcher, James Siemens, at jrs652@mail.usask.ca with any questions. This study has been reviewed and approved by the Research Ethics Board of the University of Saskatchewan. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office ethics.office@usask.ca (306) 966-2975. Out of town participants may call toll free (888) 966-2975.

Signature:

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow them to participate in the study. If you later decide that you wish to withdraw your permission for your child to participate in the study you may discontinue her or his participation at any time. You will be provided with a copy of this document.

_____ Yes _____ No, thank you My child may participate in the survey.

_____ Yes _____ No, thank you My child may participate in the audio recorded focus group.

Name of Child

Signature of Parent

Date

I agree to participate in this study.

Signature of Child

Date



UNIVERSITY OF SASKATCHEWAN

Student Assent Form (online survey)

My parent or guardian has consented to my voluntary participation in this online survey.

I agree to voluntarily participate in the research project, “The Influence of Male and Female Elementary Teachers on Students’ Enjoyment and Social-Emotional Engagement in the Classroom, from the Perspective of Grade 3 – 5 Students,” conducted by James Siemens.

I have read, or been told about, the research project and had the opportunity to discuss it with the researcher, my teacher and/or the principal.

I know that the research project has been created to help understand the influence teachers have on students’ enjoyment and engagement in the classroom. The online survey has 40 items for grade 3-4 students and 55 items for grade 5 students. It will take about 15-20 minutes to complete.

I know that I am free to answer only the questions I am comfortable with.

I understand that I do not have to participate in this survey research (for 15-20 minutes) and that I may stop at any time and for any reason.

I understand that I do not have to provide my name on the online survey and that nobody, including my teacher, principal, parents or the researcher, will know which answers I gave.

I agree to voluntarily participate in the online survey for this research project.

By completing and submitting this survey, I agree to the statements above.

Date: _____

Print Name (Last Name, First Name)

Signature



UNIVERSITY OF SASKATCHEWAN

Student Assent Form (focus groups)

My parent or guardian has consented to my participation in this focus group.

I agree to voluntarily participate in the research project, “The Influence of Male and Female Elementary Teachers on Students’ Enjoyment and Social-Emotional Engagement in the Classroom, from the Perspective of Grade 3 – 5 Students,” conducted by James Siemens.

I have read, or been told about, the research project and have been given the opportunity to discuss it with the researcher, my teacher and the principal.

I know that the research project has been created to help understand the influence teachers have on students’ enjoyment and engagement in the classroom. The focus group will involve 3-8 participants and will take about 40-50 minutes to complete.

I understand that this participation is not part of my regular class work and is an optional activity. I also know that I am free to only answer the questions I am comfortable with.

I understand that I do not have to participate in the research and that I may stop at any time and for any reason, without penalty of any sort. Note: if you want to stop, you may leave the focus group at any time. Your responses during the focus group will not be deleted from the study after it has been collected as it is used with others’ responses to gather more information.

I understand that by participating in the focus group with others students (40-50 minutes) that anonymity cannot be guaranteed and that the researchers will not share the list of students participating in the focus group with other people except for those that must know this information. While the researcher will protect the identity of participants, he cannot promise that other members of the group will do so. Please respect the confidentiality of the other members of the group by not talking about what is discussed during the focus group with anyone.

I agree to participate in the focus group for this research project.

Date: _____

Print Name (Last Name, First Name)

Signature